

THE NATIONAL

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DETROIT

SCHOOLS



What's Behind These School Strikes?

Noma Jensen

Plan Now for Those War Babies

Judson T. Landon

What About Religious Education?

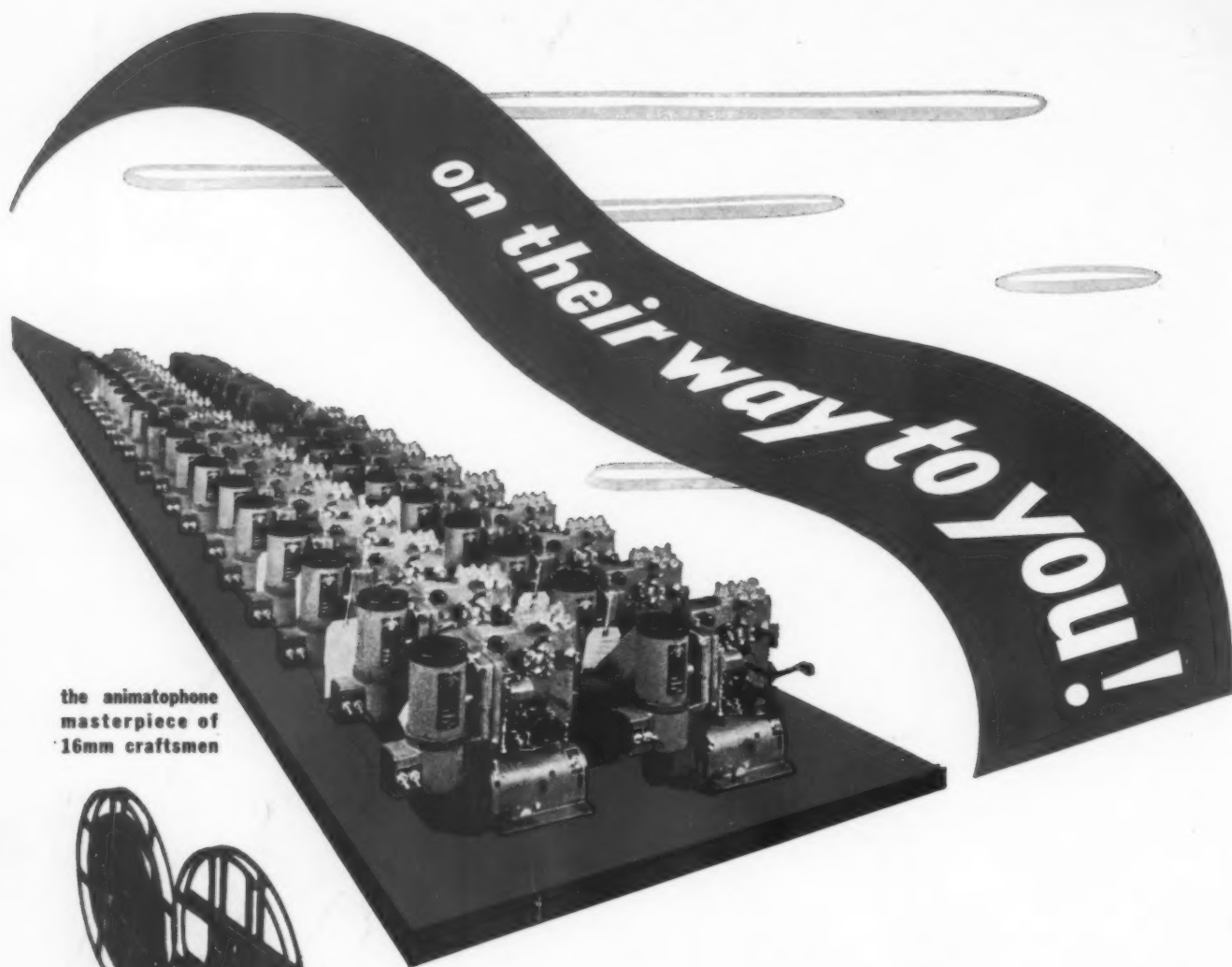
Opinion Poll No. 22

How to Use DDT *Alfred Wood*

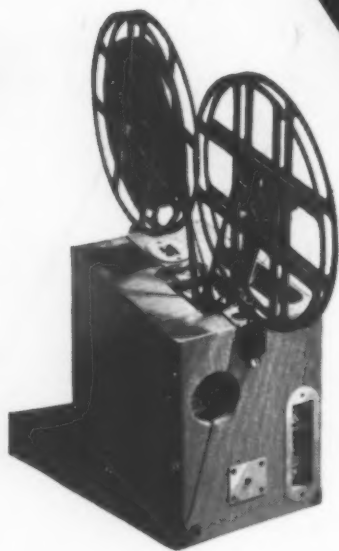
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HEADLINES

A.A.S.A. CONFERENCES

Regional conferences of the American Association of School Administrators are scheduled to be held as follows: Kansas City, February 20-22; Atlanta, February 25-27; New York City, March 4-7; Chicago, March 12-14. Exhibits will be held in New York and Chicago only. (Story on page 84.)

REVISED G.I. BILL

The Senate approved a revised G.I. Bill of Rights under which any World War II veteran regardless of age would be eligible for education. Living allowances would be increased to \$65 for men without dependents and \$90 for men with dependents. Short technical and correspondence courses would be included, if the cost does not exceed \$500 a year. The bill must now have House approval. (Story on page 72.)

U.N.E.S.C.O. IS BORN

At the international educational conference which opened in London November 1, the Educational and Cultural Organization of the United Nations was created—U.N.E.S.C.O. for short. Paris is to be the permanent headquarters of the organization. (Story on page 72.)

YOUTH TRAINING PLANS

The American Legion will present to Congress a bill for youth training under which a boy of 18 would take four months of training and then return to school or college or join a National Guard unit or a Naval Reserve unit, or, if in school, would join a Civilian Military Training Corps unit or the R.O.T.C. If he were not in school, the boy could spend "eight months or the equivalent working in some industrial plant engaged in national defense work of

a type set up by the civilian authority."

The Regular Veterans Association, composed of men who have served in the regular Army and Navy, endorses a plan similar to Switzerland's where men in the age bracket decided upon as physically able to fight undergo military training annually until they reach an age when they no longer need be called upon for training. Under this plan adults comprise the civilian army of defense in contrast to Germany's plan of having youth serve as the backbone of militarism.

CHILD CARE CENTERS

Continuance of child care centers until March 1, 1946, has been approved by a Senate appropriations subcommittee. (Story on page 74.)

SURPLUS PROPERTY

SPA No. 14 is the regulation under which nonprofit educational institutions can buy surplus property at a 40 per cent discount. The regulation channels surplus goods on the basis of need. Property to be acquired by schools on a preferential basis has a wide range. Divisions of Surplus Property Utilization have been set up in the Office of Education and the Public Health Service. A "police force" to prevent fraud and graft in the distribution of surplus has been established. (Story on page 72.)

FOR CIVILIAN PRODUCTION

The Civilian Production Administration has succeeded the War Production Board from which it has inherited 52 orders and three main priorities regulations, some of which are of interest to the school field. (Story on page 78.)

VIRGINIA GETS VISUAL AIDS

The appropriation of \$2 per pupil for visual aids recently made by the state of Virginia led to the placing

with the Encyclopaedia Britannica Films Inc. of the largest single order ever received from a civilian source—more than 2800 sound and silent films. Electric current will be made available to the 2000 schools which do not have it. The sum of \$4,000,000 was appropriated in Virginia to increase teachers' salaries this year. (Story on page 92.)

BARGAINING RIGHTS

Howard University has accorded bargaining rights to its faculty members and office employees. It is the first university in the United States to take this step. (Story on page 76.)

R.O.T.C. PROSPECTS

The War Department has lifted its suspension of the advanced R.O.T.C. course and announced a new "interim" program which affects initially 129 colleges and universities. Plans for the permanent R.O.T.C. program must wait until Congress has determined what the size and nature of the postwar Army will be. (Story on page 76.)

LUMBER CONTROLLED

Lumber has been placed under inventory control. Limitations apply to every person who uses lumber for production, operating supplies, maintenance or repair or construction, both for his own account and for that of another. (Story on page 80.)

VOCATIONAL "ED" BILL

H.R. 4385, known as the "Vocational Education Act of 1945," does not change the basic provisions of the earlier Senate Bill 619. It provides in effect for the same amount of money but requires more matching of funds by the states and asks less of the federal government. (Story on page 82.)

For full news coverage of the month, see news section beginning on page 72.

Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago 11, and 101 Park Avenue, New York City 17. Otho F. Ball, president; Raymond P. Sloan, vice president; Everett W. Jones, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations. Copyright, 1945, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding the date of issue. Change of address should be sent thirty days in advance of publication date.



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Encourages Scholarships

Seattle has a middleman in scholarships of leading colleges and universities all over the country in the person of Margaret Simpson, Broadway High School teacher, who began 10 years ago to encourage pupils to try out for scholarships. Because many children knew nothing about those which were available, she began collecting college catalogs and on a bulletin board at the back of her room appear posters relative to scholarships offered by various schools.

When a pupil of what seems to be college capacity is found a stiff four year high school course is worked out for him. In his senior year, he is presented as a candidate for a scholarship to the school of his choice. One result of this stiff high school training is seen in the fact that the Massachusetts Institute of Technology admits Broadway boys, who have won scholarships, without entrance examinations.

Discipline Has Improved

The high school at Estherville, Iowa, with an enrollment of 400, averaged approximately 4000 tardinesses a year 10 years ago. The last two years the number has been from 400 to 500, a decrease of 88 per cent.

Ten years ago, 213 youngsters caused serious disturbances in the classroom during the year. During the last two years there were only 18 and 23 cases of bad behavior, respectively.

How has this improvement come about? There are several contributing factors, namely, the variety of activities centering in the school, the large number of school clubs, the frequent school assemblies of recreational and educational nature, a film library of 90 films and a projector, strong vocational departments in agriculture and industrial arts, a music and art program on an equal basis with the athletic program, a wide variety of courses and recreational activities. All these create a lively interest in attending high school.

Another important factor has been the student government which was inaugurated in 1936 when the high school adopted its own constitution and elected a senior to be the president of the student body. This officer is supported by a vice president and a student council composed of 12 pupils.

Before this time, school parties and activities were monitored by teachers who kept the pupils "in line" and weeded out undesirables. Now pupils supervise their own affairs with one teacher and the student government officers cooperating.

The Roving Reporter

Dances and parties are held frequently. Among clubs utilizing the school facilities are the Commercial Club, Future Farmers of America, Girls' Athletic Association, Girl Reserves, Inner Circle, National Honor Society, Pep Club, Pepper Club (school paper staff), Quill and Scroll, The Wooden Spoons (home economics girls), Science Club and Dramatics Club.

This year about 100 pupils outside the district attend the Estherville schools. Although the district is not consolidated, 200 pupils are transported to and from school by buses. Practically all pupils of high school age in five different townships attend the Estherville High School. There are seven other townships in the county served by seven high schools.

Beware Fatigue

The expression of weariness and the rasping voice of the teacher are seen by members of the North Carolina English Teachers Association as a possible cause for pupils' dislike of their classroom work.

At a recent conference it was pointed out that English teachers had an obligation to safeguard their own mental and physical health, as well as that of their pupils, by careful budgeting of their time and energy so as to avoid the symptoms of fatigue.

An analysis of work diaries kept by a number of teachers led to a warning against teachers' working more than ten hours a day and against overloaded classes. It was recommended that English teachers take special courses in speech.

Teachers' Absences

The board of education of Hillside, N. J., has adopted a new set of rules and regulations regarding absences of teachers which it feels will be helpful in eliminating unnecessary absences. Among them are the following:

For personal illness of four or more successive days, a physician's certificate stating the nature of the illness is required; for illness not exceeding three days, a signed statement certifying to illness. The principal may require a physician's certificate before allowing pay for days absent.

In case of death of a member of the immediate family, the teacher is allowed five consecutive days' absence with pay, the time to be deducted from cumulative sick leave days.

In case of death of a relative, not a member of the immediate family, one day's absence is granted without loss of pay; extra days' absence upon approval in advance by principal.

A teacher failing to report on the first day of school does not receive salary for time previous to the date of reporting. When absence is unavoidable, it may be excused at discretion of the board provided it does not exceed the first ten days of school.

Attendance at court upon subpoena is an excusable absence without loss of pay, provided the subpoena is filed with the supervising principal. If the teacher is a party to the suit, full pay is deducted for absence.

Ten days' absence is allowed during the school year with pay.

Absence because of observing a religious holiday calls for deduction of the substitute's pay only.

One day is allowed to attend the wedding of a member of the immediate family, without pay deduction.

Absence because of quarantine is deducted from cumulative sick leave, without loss of pay, provided a certificate from the health officer is filed with the supervising principal.

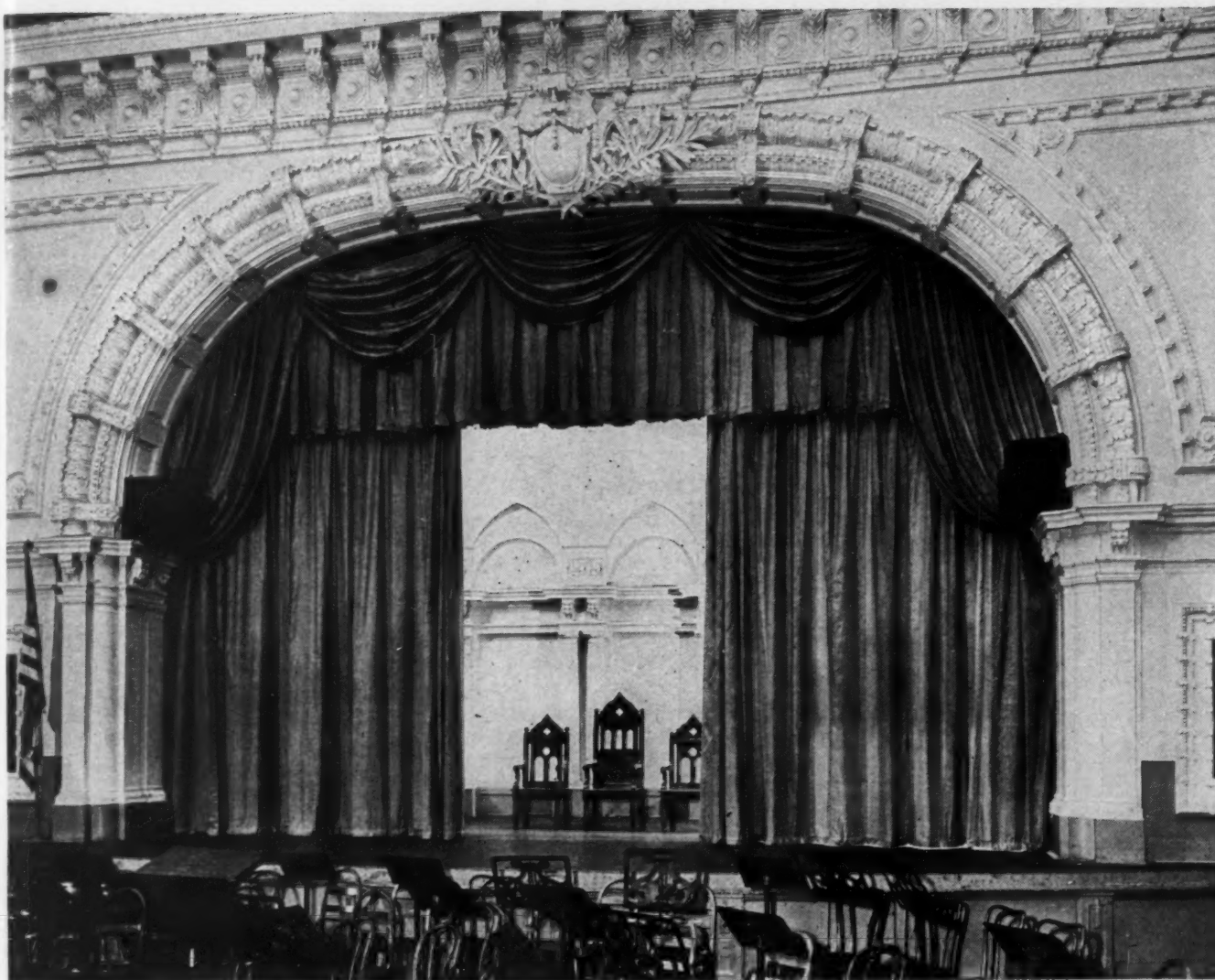
The building principal at his discretion may grant three days' absence for reasons other than those given, with loss of substitute's pay and with certain provisions.

Absence from school of not more than three consecutive days for any cause deemed beneficial to the school system is allowable without loss of pay.

False statements regarding absence are regarded as acts of insubordination.

Children Make Beach Clogs

Children in the Hamlin Park district of Chicago solved their own problem of getting cut, bruised and injured feet when they went barefoot in the summer months. Three hundred or more of them in their school shop last year made beach clogs to wear in the pool, on the beach and in the parks. The clogs were made from scrap materials.



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Questions —AND ANSWERS

Teacher as Board Member

Question: Should a school teacher in one district be a candidate for the board of education in another?—T.F.B., N. J.

ANSWER: Certainly. This is America. But as a board member such person should lean over backwards to get the total picture. He should think of himself as having more to learn than to teach in his new office. His special experience has to be related to the changed relationship before it can be useful. He has, if possible, an even greater obligation than other board members to subordinate all personal, group or partisan interest to the service of the community through the schools. If he hasn't the balance or the selfless spirit which will make him a conspicuously fine board member, he will do himself and his profession a disservice. If there is any doubt, please dissuade him.—JAMES M. SPINNING.

Property Not for Sale

Question: How can a school district purchase property which it should have but which is not for sale?—C.D.L., Pa.

ANSWER: By condemnation proceedings, under the right of eminent domain, which implies reasonable compensation.—LEE M. THURSTON.

First Graders' Hours

Question: There is some agitation for shorter hours for first grade children in our school. At the present time we keep them in school six hours a day except for recess periods. About 90 per cent of our children are transported to school on the same buses that the high school pupils use. Is there any satisfactory solution to this problem? How serious do you consider it?—C.D.L., Pa.

ANSWER: Not too serious. The fact that for years most schools have entered children at about 6 years of age and have had them in school for a five to six hour day would tend to indicate that the problem is not serious.

The program provided for these children is more significant than the question of the hours spent in school. If liberal provision is made for play and relaxation, the hours spent in school can be just as helpful as if these children had a shorter school day and spent more time at home. In fact, in many instances, the six hour school day might be much better for the child. In given cases provision should be made for

short rest periods on cots. If a school is really concerned about the six hour day for first graders, let it plan carefully a varied program for these children.—ARCH O. HECK.

Teachers' Meetings

Question: How often should teachers' meetings be held and what should be discussed at these meetings?—C.O.M., Neb.

ANSWER: Do not have any teachers' meetings unless you have a definite program for each meeting. Teachers' meetings should be used as a means of putting the administrative and supervisory programs of the school into operation.

In the average school situation, there should be justification for a thirty minute teachers' meeting every two weeks. It is most desirable to start and end all such meetings on scheduled time. Administrative and supervisory problems should be discussed and consideration given to recent reports on the functions and trends in education.

A study and interpretation of "Planning for American Youth," published by the National Association of Secondary School Principals, is a good example of the type of material that could be used. Teacher participation is desirable.—FRANK A. JENSEN.

How Can We Hold "Brains"?

Question: How are others getting and holding "brains"—the great and inspired teachers—in their schools?—G.L.H.J., Va.

ANSWER: By being themselves inspiring; by having educational goals which are inspiring; by making their practice square with their preachment; by a decent salary schedule; by the strict use of the merit system in the employment and promotion of teachers. Sometimes, by being just plain lucky.—CLYDE R. MILLER.

Redistricting a Help

Question: Our district is small, in area and valuation, yet has a large number of youngsters to serve. Many neighboring towns have large wealthy districts, plenty of money to hire the best teachers and buy the best equipment. While we do have state aid, it does not nearly equalize this situation. Besides the proposed federal aid, is anything being done in any state to solve this problem?—F.J.S., Okla.

ANSWER: In many states a solution is being found in redistricting, that is to

say, merging existing school districts so as to form larger local school administrative units with a broader base of financial support and a larger scope of operation.—LEE M. THURSTON.

Making Up Work

Question: What should be done about making up work by pupils who are absent without cause?—C.C.L., Ill.

ANSWER: The absence of a pupil without cause necessitates an immediate contact with the home. If a school permits a pupil to be absent without the knowledge of his parents, serious consequences may result. Furthermore, if the absence is not followed by requiring the pupil to make up the work missed, then the school is inviting further absenteeism.

In many instances the prompt reassignment of the work, or a substitute assignment with a deadline for its completion, is sufficient. However, many times the school finds it necessary to deny the pupil privileges or participation in activities until the back work is completed.

If these corrective procedures fail, then credit for the course may be withheld. In all cases of this type the school has an obligation to protect the teacher against being imposed upon by dilatory pupils. An effective device is to require that the parents pay a tutoring fee for the extra time required of the teacher.—F. DEAN MCCLUSKY.

School Spirit

Question: How can school spirit be made a constant thing instead of having ups and downs?—L.E.A., Ill.

ANSWER: School spirit can be achieved and maintained to the extent that pupils are encouraged to participate in and accept responsibility for the effective management of all the activities in which they engage. Too frequently pupil participation is limited to such activities as athletic councils, planning of school assemblies and student council organizations.

Naturally, school spirit will be high when pupils are engaged in these activities. It will decrease as they engage in activities for which they feel little or no sense of responsibility. The moral would seem to be that we should strive for the kind of pupil participation in the algebra class that we encourage on the football field.—PAUL J. MISNER.

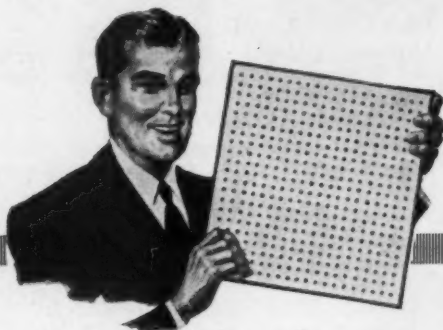
For Skipping School

Question: Each year our seniors have a skip day. Since no instructors are along, the pupils are unsupervised. Thus far everything has gone smoothly and the pupils have had an enjoyable time without benefit of teachers.

This year, practically all the seniors took another half day for skipping and several sophomores and juniors did the same.

This situation called for drastic action. The principal and I called together some of the board members and asked for their views on what the punishment should be. After dis-

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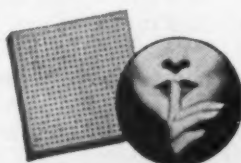
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cussion, we decided upon a five day suspension from school, with zeros for the days missed and no opportunity to make up the work, with the provision that pupils could return any time within the five days if they brought one or both of their parents along so that we could explain our views on skipping to the parents in the presence of their children. The punishment also included making up time after school for twice the time missed on this extra skip day, which meant six hours, at the rate of one hour an evening.

The results were interesting. Most parents came to school posthaste and all were cooperative but three. One of these all but tried to tear the office down and another felt we did not handle the matter in the right way, as he did not see why the parents should be called in on a matter of this kind. All three objectors were farmers and, of course, it was disconcerting and inconvenient for them to leave farm work to make the trip to school.

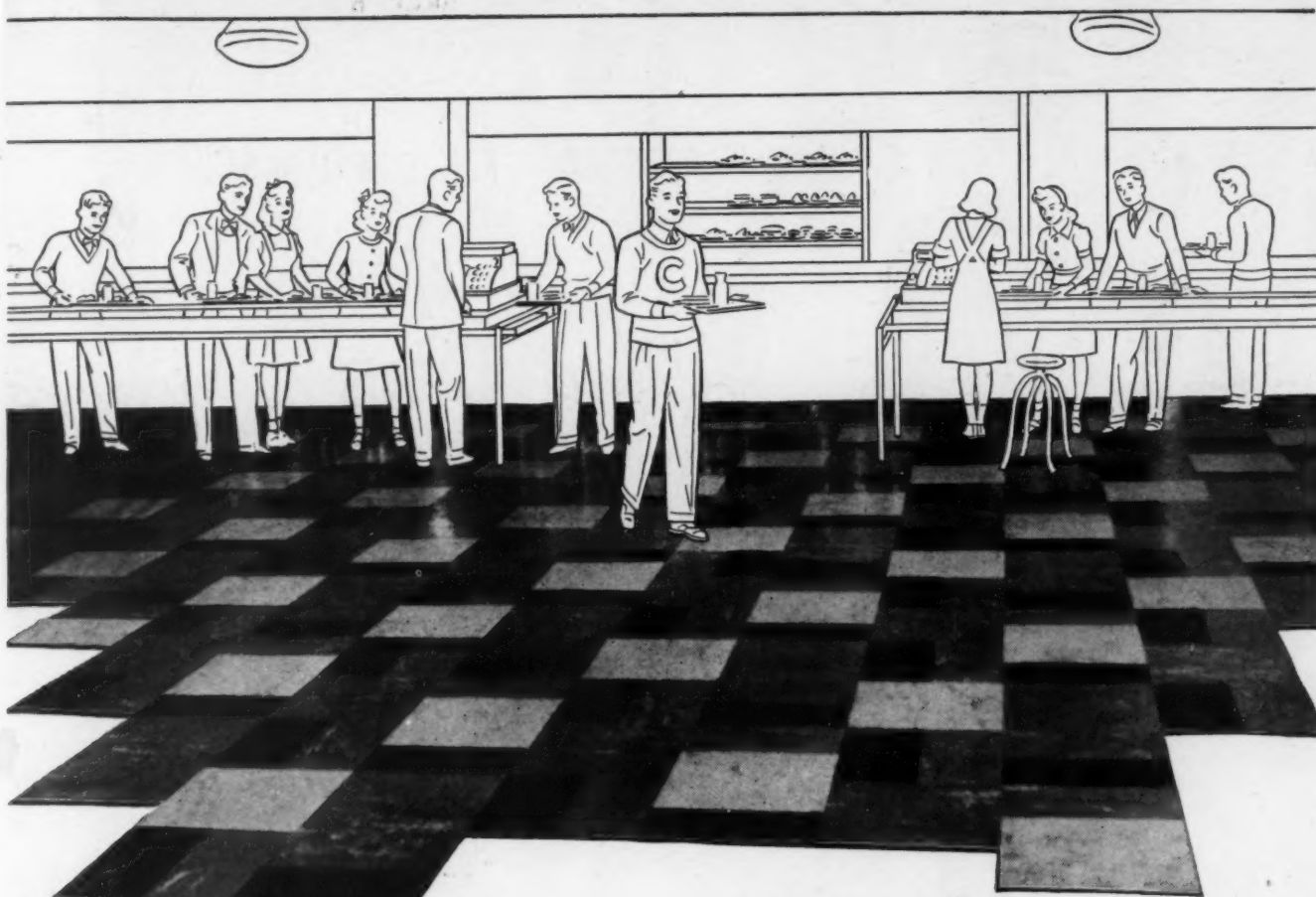
I should like to receive your reaction to the way we handled this matter.—W.A.P., Minn.

ANSWER: Perhaps all schoolmen and most parents would agree that skipping school for a half day, even though it be in all good fun and en masse, must be dealt with firmly. There may be, of course, a fine distinction between such "truancy" and the truancy of a pupil who responds to the "call of the wild" and disappears into the enticing woods or alluring alleys to escape school in general or some particularly disturbing situation.

It seems to me there is no question but that the pupils' action deserves condemnation. However, I doubt if it was necessary in the case described to impose three distinct types of punishment. Perhaps one of these together with a conference with parent and pupil would have been sufficient.

The penalties do not appear to fit the crime and in stating this I do not mean to seem facetious or to treat the matter lightly. However, wouldn't it seem more reasonable to have denied the group the privilege of taking part in certain other activities and functions since these pupils took it upon themselves to choose an activity, or at least extend a privilege, which they well enough knew was not approved by either the school authorities or their parents? Since they used school time not allotted to them they should exchange that for time which was scheduled for some other class function.

By the way, I believe the entire episode might have been prevented if teachers had been assigned to supervise the skip day. We have skip days or ditch days, as we call them, when the pupils go to the beaches, the mountains or, in these times, just to their own school grounds and then to a movie, and they come away from the fun, food and frolic with a feeling that there has been "good measure pressed down, shaken together and running over." However, we go on the assumption that the teachers who accompany the classes help to make the occasion a satisfying divertimento and keep it within sensible bounds.—WILL C. CRAWFORD.



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LOOKING FORWARD

Join Now

WITHOUT the memory-jogging help of an annual convention, many school administrators have allowed their membership in the American Association of School Administrators to lapse. Because of war demands on transportation, even the Regional Conferences, which were substituted in 1943 for the annual national convention, were canceled. As a result many members forgot to pay their dues. Current membership in this association is much too low, representing not more than one fourth of the potential.

Since the strength of a professional organization is conditioned to a large extent by constancy of membership and of income, it is suggested that all eligible administrators send their 1946 dues of \$5 to Secretary Sherwood Shankland. Despite continued transportation and hotel problems, your association is planning to hold 1946 Regional Conferences in half a dozen of the larger cities. To make these a success an increase of several thousand in membership is desirable. Join now.

Building Costs Up

SCHOOL building costs are generally 50 per cent higher than in 1940 although the exact amount may vary considerably in different sections of the country. The range appears to be from 30 to 100 per cent.

Money for school buildings does not yet appear to be present in the same generous quantity as at the close of World War I. The reasons are threefold: (1) the effect of the depression in establishing constitutional limitations on local expenditures in many states; (2) a distinct hesitation on the part of intelligently administered communities to resort to unlimited borrowing, and (3) the unwillingness on the part of many states to contribute from their postwar reserves for public school building purposes.

At the present writing there is little reason to as-

sume that the federal government will contribute to public school building at the same rate or in the same manner as during the depression period.

There is a pressing annual demand for at least \$500,000,000 worth of school construction for at least the next ten years.

Several solutions for this apparently growing construction bottleneck deserve early consideration. If the problems are solved, there is no reason to assume that school construction will be retarded to any great extent.

It seems reasonable to assume that the major portion of funds for public school buildings during the next few years must come from state and community funds. It will be necessary for all states at an early date to review their programs of aid and make provisions for school plants as well as for teachers' salaries. Reasonable state subventions will enable many school communities, now laboring under handicapping tax ceiling restrictions, to raise part of their capital needs through current taxation and a smaller part through the sale of bonds. If generous federal help should develop, this will permit almost complete elimination of long-term borrowing.

The rise in cost of building can be offset to a considerable extent by more careful educational designing which will produce better balance and better use of all instructional and supplementary facilities. Experience has indicated that scientific planning of instructional needs in terms of efficient curricular administration may result in an improvement over the conventional paste and scissors method of as much as 20 to 35 per cent.

S. 1445

THE Kilgore Bill, now under consideration by the Senate finance committee, offers permissive opportunity for the several states or their political subdivisions to obtain coverage for their officers and employees under the provisions of the Social Security Act. Favorable action by the Congress on this amend-

ment would at least make it possible for states, municipalities and school districts, if they so desire, to take advantage of federal old-age and survivors' insurance by offering additional coverage for their employees.

Army Shows Sense

THE recent change in selective service regulations that makes it possible for regularly enrolled male high school pupils to postpone their induction into the armed services until after graduation or up to 20 years of age is one of the few sensible promulgations by our professional military men. It was high time for the military to give consideration to the educational needs of the individual and the nation as a whole rather than concentrate on its own necessarily narrow program. This opportunity to complete secondary education before induction into the armed forces should also act as a specific stimulant in returning youth from the factories to the classrooms.

"Made Work"

J. F. DOBIE is regularly professor of English at the University of Texas. He is much better known nationally as the author of a series of volumes containing the rich folklore of the old Southwest, written with a pungent humor that reminds one of the late Will Rogers. After doing his best to defend freedom of teaching and thought against politically-minded regents at the time of President Homer P. Rainey's dismissal, he left for England to get the taste out of his mouth. His latest volume, "A Texan in England," (Little, Brown and Company) records his impressions with much humor and keen satire. Among these descriptive gems is one that should enjoy long life: "The average Ph.D. thesis is nothing but a transference of bones from one graveyard to another."

"Continuing Battle"

ALTHOUGH the military phase of World War II against totalitarianism and authoritarianism has been brought to a successful close, "The Continuing Battle for the Control of the Mind of Youth" (Porter Sargent, 11 Beacon Street, Boston) is just getting fairly under way. "Education, indoctrination, shaping the mind of youth, constitutes the second line of defense for those in control whose purpose is to stabilize and preserve what is," says the courageous Sage of Boston. The author succinctly outlines the tenor of his 1945 installment of trends in education as follows.

"... The long continuing battle for more and higher education at public expense is not yet over. . . .

"Another battle, not generally recognized, has meantime been going on, waxing in intensity as the stakes become greater. What shall be taught? What shall youth believe? To whom and to what should they be trained in loyalty? Church, state, democracy, plutoc-

racy, the military, each with its own solution, battles for its own system.

"How the battle goes and who has control we can see at a distance—in Japan, Germany, Italy. To put down the ideas there inculcated, which we believed inimical to ours, we have given blood, sweat and tears, and many dollars.

"Let us look homeward where those who have the greatest stake in our country are intent on shaping the minds of youth to their ideals. Conscription gives the military opportunity for 'psychological indoctrination and moral training,' implicit obedience and unthinking conformity which will last, they hold. But that would end democracy. [p. 154]

"And so the battle rages. Some urge retreat to safety; others, courageous advance to victory. This book endeavors to throw the searchlight on the dimly seen battle fields 'where ignorant armies clash by night.'"

Broader Exemptions

IN THE current and proposed reorganizations of the federal income tax, the Congress might profitably give serious consideration to the broadening of exemptions for personal philanthropy in the matter of charitable, educational or health interest. It is not desirable that the state develop a monopoly over either philanthropy or education. There should always be legal provisions for independent agencies that represent a protest against the state and that furnish stimulating competition. Independent agencies can maintain their functional value only insofar as they maintain independence from state and federal control.

While independent schools and hospitals operate in theory on the understanding that their incomes will cover the complete cost of services, this is seldom possible in actual practice. Voluntary institutions need the cushioning effect of capital reserves derived from individual and corporate donations. It is good sense under our plan of government to encourage personal philanthropy through generous individual exemptions.

School Life

CONGRATULATIONS to the United States Office of Education on the reappearance after three hectic war years of *School Life* with improved format, brighter articles and valuable general information. It will bring to the teaching profession ten months a year both technical and general educational information as gathered and interpreted by the federal office and will thus serve as a means of keeping the teaching profession informed of conditions and trends. Subscriptions can be obtained for \$1 from the Superintendent of Documents at Washington.

The Editor

Our National Defense

ARTHUR B. MOEHLMAN

PRESIDENT TRUMAN'S October plea for a strong national defense and for universal military training as an integral part of that defense deserves the most careful and considered thought by the American people.

The professional military view is that the United States needs to be prepared against unforeseen aggressors by maintaining an air, naval and military establishment so large and so powerful that no nation will dare become an aggressor. While this type of reasoning is more than questionable in light of past world experience, there is great merit in the contention that we cannot afford to be unprepared.

There is danger that in our reaction against war, we may seek refuge again in the unrealistic pacifism that was so prevalent between 1920 and 1940. Although some progress is being made toward a world organization of nations, there is little reason to believe that the United Nations will be any more effective than was the League of Nations unless it can be sustained by the united and active moral and military support of China, Great Britain, Russia and the United States.

Our Present Dilemma

Either to lull ourselves into a false sense of security by reducing our national defense to impotency and adopting an attitude of unrealistic pacifism or to create the greatest air, naval and military force in the world is to invite disaster if historical experience has any meaning. This is the dilemma in which we find ourselves.

We are not alone in this world and it is not given to us alone to determine what shall be done. We must cooperate with others in maintaining

peace. The Four Great Powers must develop understanding, trust and willingness to work together in the common interest of all. Unless this universal trust can be achieved through the sharing of all secrets of war, including atomic energy, it is hardly to be expected that other nations, small or large, will rest content while our government possesses the power to blow them into eternity.

We may appear disinterested and unselfish to ourselves but it is going to be increasingly difficult to make other people believe we are. Growing suspicion that we are plotting world domination, a suspicion fomented by Falangistic, Nazi and Fascistic elements, is already evident in South America.

Military Training Only One Phase

Universal military training of youth is only one phase and no longer even the most important phase of a total defense program. Stripped of professional slogans, most of the essentials of good defense preparation, sound health, physical vigor, neural stability, adequate education, flexibility, civic competence, self-discipline and self-control, can and should be taught within our communities and states in existing and improved public schools.

The only phase of a national defense program not covered by the school is that which includes scientific research, development of industrial potential and military drill. Basic military skills can be taught in less than twelve weeks. Moreover, the rapidity of change constantly growing out of technical improvements and new discoveries makes it impossible to give adequate instruction concerning future military techniques.

There appears to be no defensible reason for a year of compulsory universal military training regardless of whether it is labeled military or civilian training. The assumption that there are valid educational or

moral values inherent in military training is news to the objective observer or participant.

It should be possible to obtain the same or even better results by voluntary enlistments, through the national guard divisions and in civilian summer camps. The general distaste of American youth for all branches of military service stems from Americans' traditional antipathy to indoctrination of an unnecessarily autocratic nature in an organization that can and should be democratized. The American army simply is not palatable to American youth in its present form.

During the next generation when economic and political world anarchy may be resolved into a world state in which conflicting individual sovereignties are contained through planetary organization just as the sovereignties of the 48 states have been sensibly restricted, and protected, within the United States, it would seem the better part of wisdom to tread a safer and brighter middle ground.

An Over-All Rational Plan Needed

It seems more sensible to maintain an adequate total rational plan for national defense, which would include in its proper proportion vacation periods of individual training based on making volunteer and national guard service attractive, improving our public schools to provide the essential education and technical skills and using our intelligence and our defense potential for the development of a world order, built on trust and equality of economic, political and social opportunity for small as well as large national groups.

The \$2,000,000,000 which universal service would cost annually would bring much greater returns if applied to improvement of health services, living conditions, nutrition and an extension of public education, not only in the United States but in the rest of the world as well.



Small liberal arts colleges may well serve as experimental stations for larger institutions in developing educational programs that will be adequate to the social needs of the day.

The Small College *an educational guinea pig*

THE advent of the Atomic Age makes it imperative that the small liberal arts college, particularly the one that is church-related, become an educational guinea pig.

If we are to use atomic energy solely for humanitarian purposes, and not to destroy civilization; if we are to eliminate fear, greed, hatred, selfishness and their consequent social evils, and not permit the body politic to disintegrate, we—the students, faculty and townspeople—must engage in a courageous experiment to perfect more adequate procedures for effecting both personal growth and community development.

A unified and purposeful program not only would have tremendous value within its own immediate area, but also, because of its *wholeness*, would give additional validity to the results of numerous though isolated educational experiments elsewhere. In this way, the small liberal arts college would be true to its historic function and also would serve as an

experiment station for larger schools.

The need is great; the time is short. We must devise an educational program that will enable young people to achieve such a level of development that their every action and reaction will be inevitably good, that is, socially constructive.

Experimental though much of the procedure may be, an educational program which objectively attempts to solve modern problems must have three characteristics.

First, the educational program must be *tailored*. One reason that many students have difficulty with the curriculum is that it does not fit. It is not built around the individual, his needs and his interests. Teachers are well aware that interest is paramount in the learning process, that a program must have meaning and value to the participants if positive results are to be achieved. Consequently, from the standpoint of efficiency, it is far better to start with the interests and needs already present in the student's life than it is to

MALCOLM BOYD DANA

President, Olivet College
Olivet, Mich.

attempt to arouse interest in something the teacher considers significant, but the student does not.

If heightened morale and more effective action result from attractive form-fitting clothes and uniforms, why not be as concerned with tailoring the curriculum, with designing it to fit the individual? The consequences in terms of personal and social development would be stupendous. Not until our curriculums are organized psychologically rather than logically shall we begin to produce people capable of intelligent and prophetic leadership.

Second, the educational program must be *functional*. Mere intellectual regurgitation has no place in this experiment. Too long have we allowed the results of such periodic academic nausea to accumulate on the regis-

trar's books until eventually the students are admitted, oftentimes mistakenly, into the society of educated men and women. Thus, students early in their college life are likely to realize that an A grade is dependent upon discovering what the professor considers to be significant, studying those items, and then passing them back relatively unchanged at examination time.

And faculty members are too often convinced that if sufficient facts, regardless of their organization, are crammed into a student's head, he can and will easily and successfully deal with the increasingly complex world in which he lives. No one would argue for less fact and theory; we should realize, however, that the test is not in the student's regurgitation of knowledge but in his utilization of fact and theory in solving today's personal and social problems.

Coaching Vital to Performance

Let us suppose that a football coach operated on this basis. He would take his group of students into the classroom, put 10 of them in the first row of seats, 10 in the next and so on until the last of them were comfortably tilted against the back wall of the room. For three weeks he would lecture to the boys on the history of football. For the next three weeks he would discuss the rules of the game and then for three weeks more he would diagram plays on the blackboard. Then there would be a final examination and the boys who passed back to the coach 75 per cent of the history, rules and plays would go out the following Saturday afternoon to battle the University of Michigan.

Absurd, isn't it? Obviously, no football team could ever be trained in such manner. But is it any less absurd to think that an individual can be trained for effective community participation without careful coaching? The facts and theories learned in the classroom must be carefully and completely utilized through experience in real situations.

Third, the educational program must be *Christian*. We cannot develop as persons, we cannot build a better world without putting into effect, either consciously or unconsciously, the principles that have to do with human well-being. Clinical study of human nature at its worst and at its best indicates the courses

of action that cause disintegration and that bring about integration.

No man in his right mind disobeys the law of gravity, nor does the person who is sane, practical and realistic defy the cosmic principles which have to do with his own development. It is interesting to note that such a cosmic and scientific approach finds itself in hearty agreement with the principles enunciated from a mountain top 1900 years ago.

A college which would attempt to solve the educational problems of today by adhering to the foregoing pattern would provide essentially an experience in Christian democracy. While it would open to the student every opportunity for unrestricted study in any field of human knowledge within the limitation of the school's curriculum, it would focus attention upon the whole field of human relationships. Students and staff would be so recruited that the

campus would be a cross section of various geographic, religious, social, economic, political and national groups.

The college would seek to develop in its students the ability to think critically and rationally, to communicate with others with ease and clarity and to lead its students to emotional maturity and a disciplined intelligence. It would further seek to provide them with a basis for value judgments which would enable them more completely to understand themselves, their relationships with the world and the cosmos.

As Joseph D. Bennett has written: "A new abundance and a new brilliance are emerging in modern life; a new ordering of the arts and sciences and a higher order of human faith are taking shape. This whole operation only awaits demonstration. It must be shown now—and shown in strength—to youth everywhere."



Small college curriculums can be built up around existing interests.



Theories learned in the classroom can be tested in real situations.

"WAR BABIES"

Approximately 1,000,000 more 6 year olds will enter school in 1949 than entered the first grade last September. Let's see what this portends for schoolmen

EDUCATORS are aware of their responsibility to provide for the veterans who are now enrolled and who will enroll in colleges and universities. But there is another great group of prospective pupils which is not receiving so much attention; no G.I. Bill of Rights has been passed to take care of the needs of these children; no voices have been raised in their behalf.

I am speaking of the 2,000,000 "war babies" born during the first three years of the war. This surplus army is twice the size of the veterans' group. These children will enter the first grade in 1948, 1949, 1950.

For years the birth rate has been falling in the United States, from 25 births per thousand in 1915 to 16.6 in 1933 when it reached the lowest point. After 1933 the rate increased slightly up to 1941 when it took a sudden spurt and reached a twenty year high of 22 per thousand in 1943.

This change in the birth rate has a profound influence upon the problems of education. Educators and community planners are in danger of underestimating the seriousness of what the population trends of the last fifteen years portend.

Following World War I more babies were born than had been born in any previous period in our history. By 1926 schools were overcrowded because of this sudden rise in the birth rate following the return of the soldiers. New schools sprang up all over the nation; additions and "portables" were constructed to care for the children. Then the birth rate declined in the late twenties and early thirties. This rapid decrease brought about a great decrease in the school population by 1940. There were 2,000,000 fewer children of grade school age in 1940 than there had been in 1930.

JUDSON T. LANDIS

Associate Professor of Sociology
Michigan State College

For fifteen years grade schools have not experienced the crowding which existed during the late twenties. The schools which had expanded found they had ample room for their pupils during the decade from 1930 to 1940; for the first time in history many schools had sufficient classrooms and found the space for shops and activity rooms. Some cities which had expanded their schools to provide ample facilities for the increased enrollments of the twenties found themselves with the problem of utilizing surplus space during the late thirties. For others it meant only that they could take all of their pupils out of the "portables" which had been constructed on the school grounds during the period of crowding.

If there has been a breathing spell in the growth of the school population, that breathing spell is close to an end in many of our cities. In 1949, approximately 1,000,000 more 6 year olds will enter the schools than entered the first grade this fall. This means an average increase of one third in first grade enrollment.

For the twenty years previous to the war our nation produced approximately 2,200,000 babies each year; this meant 2,000,000 first graders each year. In 1943, 3,200,000 babies were born; these are the children who will invade the schools in 1949. Theoretically, a teacher who now has 30 pupils will find herself with 45 in 1949.

However, the situation is not as simple as this for the increase in births has been greater in urban cen-

ters than in rural areas. If young children enter school in the places in which they were born, some cities will have an increased enrollment much greater than the one third average, while certain rural areas may have little or no increase.

During the war the birth rate declined. There were 12,000,000 potential fathers in the armed forces, almost half of them being overseas. The birth rate declined during 1944 but this is only a temporary decrease.

With the return of all our servicemen, our marriage rate can be expected to reach an all time high. There will be a corresponding increase in the birth rate. Many young women who have waited for the return of their sweethearts will be older than girls usually are when they marry. Some of them will not wish to postpone having their children. Other women have been released from war work and will increase their families. All of these conditions will result in probably even more babies being born than were produced from 1924 to 1944. Within five years after the war, the marriage and birth rates may be expected to go back to normal and will probably fall to where they were before the war.

In the light of these facts, let us see what specific preparations schools should make for the future. It is important that each school organization unit study carefully the trends in its own area to be aware of what its needs will be during the years from 1948 to 1950. What proportion of the extra 2,000,000 first grade children of

1948, 1949, 1950 will be its responsibility?

The classes entering in 1951 and 1952 will be small. But the decrease will be temporary. We can say with relative certainty that the fifteen year period following the war will find the educational system severely overtaxed in many places, as the children who entered in 1948, 1949, 1950 progress upward through the systems and those born in postwar years reach school age.

At the very time there is need for the largest number of teachers there will be the fewest trained. The enrollment in our teachers' colleges

decreased from 40 to 70 per cent during the war. It is estimated that it takes 33,000 teachers for each 1,000,000 pupils. This would require an increase of 66,000 teachers in the first three grades in the years 1948 to 1950 to teach the extra children born during the first three years of war.

Now is the time to plan for future educational needs. Most states have accumulated a great surplus in funds to be used for public works as soon as materials and labor are available. Money is now available for schools to carry on their expansion program. School planners should not be too

conservative in estimating all needs.

By the time the "war babies" and the postwar babies are through the grade school, and the grade school population starts to decline again, kindergartens will be universal and the nursery school will be coming into its own, so that the expanded schools may be filled by this younger group. There will also be continued emphasis on practical education; more space will be needed for trades, manual training and home economics programs on the grade school level. Let us make sure that we do not have another "lost generation" because of inadequate planning.

Chiefs of Field Staffs in Latin America

KENNETH HOLLAND

President, Inter-American Educational Foundation, Inc.
Office of Inter-American Affairs

AS EXPLAINED in previous articles in *The Nation's Schools*, the United States has signed agreements with 11 Latin-American countries to cooperate in the development and enrichment of education programs in all of the 21 republics of this hemisphere and plans to complete arrangements with six others.

Although for several years past our cultural relations with our neighboring countries to the south have been expressed through university student exchange, professional missions, cooperation in art and music and through an extensive program of health and sanitation, these new educational agreements provide for specific additions to administrative and teaching personnel and to the educational program in each country.

Educators in the United States will be interested in the members of their own calling who are already at work in the other American republics.

The first appointee in each country is the special representative of the Inter-American Educational Foundation, who will work closely with the Minister of Education and will supervise the work of later appointees. The special representative should be tactful, mature, imaginative and sympathetic, mindful at all times of his high position as interpreter of our ideals and our culture to the other American republics and of their

ideals and culture to this country.

Here are the names of some of the appointees with brief information concerning each.

In Chile is **Dr. Arthur F. Zimmerman**, on leave as dean of the graduate school of Colorado State College, Greeley. He went to Teachers College, Columbia University, for his master's degree and to the University of Illinois for his Ph.D., specializing in education and in Latin-American history. He studied in Spain and in Mexico, traveled widely in Latin America and was for five years in charge of the Santiago College for Girls in Chile.

In Costa Rica is **Dr. Frederick J. Rex**. When appointed, he was a member of the staff of the Horace Mann-Lincoln Institute of Teachers College, Columbia University. He has been a banker, a farmer, a teacher, a researcher and is a linguist of marked ability. He obtained his master's and doctor's degrees at Teachers College, Columbia.

In Bolivia is **Ernest E. Maes**. His academic training was received at Occidental College in Los Angeles and the State University of Iowa. After high school and university teaching, he became state supervisor of adult education in New Mexico. Experience in the Office of Indian Affairs, the Soil Conservation Service and the Reclamation Service resulted

in his appointment to the Division of Inter-American Cooperation (U. S. Indian Office) which necessitated his visiting all South American countries. He has many publications to his credit.

In Peru is **J. Graham Sullivan**, recently director of vocational education in the schools of San Diego, Calif., where he supervised the work of 400 teachers. He also was chief of training for the War Manpower Commission in that city as well as a member of the vocational teacher-training staff of the summer session of the University of California in Los Angeles. Having worked closely with the airplane and other industries in the San Diego area and having taught the principles of vocational education, he is in a position to develop a program to suit the needs of Peru.

These are some of the men who are officially representing our government in Latin America and are unofficially representing all of you who have made education in the United States what it is today. Seven others are at work in other countries. More will follow. Theirs is no easy task. Their headquarters are in the respective capitals of the countries in which they work. In each case they can be addressed in care of the United States Embassy. You are free to write them at any time.

What's Behind These School Strikes?

A BIG question comes into the minds of adults, who have been in close contact with children, when they read about white students striking because of the presence of Negroes in their schools. An untold number of experiments have proved that children do not have prejudices except as they are acquired from adults. Keeping this in mind, one is able to look upon these recent school strikes objectively and analyze them for what they are.

The strikes in Gary, Ind., Chicago and New York City broke out in areas where there are heavy concentrations of foreign-born Italian, Hungarian, Polish, Spanish and other nationalities — largely economically insecure groups. Undoubtedly, these areas provide a fertile field for Fascist-minded Americans who are bent upon dividing our people.

Fascists at Work

The Gary school strike presents an excellent example of how Fascists can use and are using our children to foment strife between our racial and religious groups. One man, who appeared on the platform with the strikers, coaching the student spokesman, was a known Bundist before we declared war in 1941, having been seen at public meetings in Gary in a brown shirt uniform.

Soon after the conclusion of the strike, two of the strikers were seen in a printing establishment owned by a man who was exposed by Louis Adamic, the well-known author, as a Nazi, at a public meeting in Gary in 1940. This printer, who apparently has no official connection with the public school system, knew the schools so well that he was able to draw a map showing the location of each school and another designating the schools as either Negro, white or "mixed."

When one of the strikers was told by an interested observer, "It looks as if the strike will soon be over," the boy remarked, "Now we can throw away our Nazi flags."

Upon investigation it was found that six of the strike leaders were D average pupils and considered "bad

NOMA JENSEN

Assistant Field Secretary
National Association for the Advancement of Colored People

actors" by the teaching personnel. One of the strike leaders, a "zoot-suiter" had been in the Froebel School area only three weeks before the strike broke out.

Many Negro pupils at Froebel, when questioned, said that the strike came as a "complete surprise" to them. They had always thought of the strike leader as a "good guy." Negroes and whites, incidentally, have been attending Froebel School for about twenty years.

About two years ago, the former Bundist who appeared on the platform with the strikers tried to divide the school by forming a white parent-teacher group in opposition to the "mixed" P.T.A.

The International Institute, which has as one of its main purposes the teaching of English and citizenship to the foreign-born, had in its employ in Gary until recently a woman who was found to be giving out freely her own definition of a "nigger." Much of her time was spent in the Froebel area because of the number of non-Americans living there.

Evidence was uncovered in Gary not only of former Bundists but also of followers of Gerald L. K. Smith, Father Coughlin and Ku Klux Klan sympathizers.

Strike Not Over

The consensus of the people questioned about the school strike in Gary is that it is not over. As one person remarked, "Neither side has won but we are going into the ominous phase now, as the opposition is going underground."

The school strikes in Chicago are undoubtedly the result of mounting group antagonisms. These antagonisms can be traced to the community's failure to alleviate overcrowded conditions in housing, to discrimination in employment and to the lack of success of various civic groups in reforming the city's school system.

At Englewood High School, where

the strike broke out in Chicago, the racial composition has shifted so that the whites are now in the minority. Minor clashes of an interracial nature have occurred here during the past several years. Instead of meeting the problem with a realistic intercultural studies and activity program, the school authorities in this instance asked for additional policemen in the Englewood area.

Housing a Factor in Chicago

One cannot look at this school situation honestly without being cognizant of the rôle that housing plays in the whole picture. In Chicago of recent months there has been considerable agitation for increased residential segregation. This has found expression in the restrictive covenant campaign.

The idea of "Negro areas" and "white areas" in housing has been transferred to the public schools, so that we hear increased talk of "white schools" and "Negro schools" on the part of white adults in Chicago.

Another direct cause for intergroup tensions has been the rumors that have circulated freely about such groups as the "Eleanor Clubs" and the "push 'em days."

Last summer a sex crime wave broke out in Chicago. This was given much publicity by the daily press which, in no subtle manner, brought the racial angle into it. Those, who had watched this build-up by the daily press, were not surprised when they learned that one of the school strikes was preceded by a rumor that a white girl had been raped by two Negro pupils.

On September 18 when the pupils of Froebel School at Gary struck for separate schools, the cry was immediately taken up by some of the Chicago school children.

In New York there was no evidence found of direct stimulation by organized hate groups. And yet a thorough investigation might reveal such un-American activity as was

uncovered in Gary. However, the strike fits into the pattern in this respect—organized hoodlumism. The boys who swarmed around Benjamin Franklin School during the disturbance were street loafers and members of gangs from various parts of the city—all white. As an observer remarked, "They look as if they are itching for some excitement."

Many parents, fearing for the safety of their children, appeared on the scene ready to protect them. Again we find an underprivileged, non-English speaking group, insecure and ready to fight at the least excuse.

Benjamin Franklin High School has the reputation in New York for its fine program of intercultural education. Dr. Leonard Cavello, the principal, has been tireless in his efforts to bring about real harmony and good will among the pupils. However, the board of education in the City of New York has not given Doctor Cavello the financial support or the required personnel for him to do the job which he knows needs to be done. Furthermore, the community has been lax here also in checking racial hate groups.

In all three of these cities there have been spasmodic attempts to introduce a program of intercultural education into the public schools. The excuse for not having such a program, when one has been given, is that the "question of race and religion should not be brought up in the classroom" or "we do not have any racial or religious problems in our school" or even more frequently "we feel that teachers should introduce intercultural educational programs of their own volition."

The city of Springfield, Mass., so far has provided the most adequate answer to this whole question. There the public school system has assumed its full responsibility by integrating all its schools in a program of what it means to be a good citizen in a democracy. They begin to imbue kindergarten children with the democratic creed and continue that process at a gradually accelerated speed through senior high school.

However, the program does not stop here; the community also accepts its responsibility in educating its citizens to live together in harmony and understanding. It would be difficult for any organized Fascist or other racial hate groups to gain a foothold in Springfield for the school

and the community, working in close cooperation, have perfected machinery for combating such activity.

In Springfield there is also a large foreign-born population with a noticeable influx of Negroes during the

war years. In this city, however, the best minds in the community—school personnel, clergy, civic officials, social workers, parents and pupils, are all working together to see that democracy really lives in their community.

Marks That Aid in Guidance

E. W. HAUSSE

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Spencerville, Ohio

THIS article has been prepared in an attempt to solve one of the problems arising from the fact that our high schools are no longer solely college preparatory institutions but are becoming educational guidance centers for American youth. Its purpose is to present a report card from which a pupil can obtain an adequate picture of his abilities and capacities in the light of modern needs so that he can be aided in choosing his vocation wisely and can be helped to fit happily into his social environment.

Each teacher must become capable of administering and interpreting standardized tests built on the modern guidance philosophy for his subject so that his opinion of a pupil's mark may be valid on a basis of intersectional competition and values.

The list of educational characteristics is given in plain English and is coded for ease of understanding.

The marks have been annotated to solve three problems. First, the fictitious and detrimental "standard distribution grades" have been removed from subjects not planned for that type of competitive and quantitative learning.

Second, misleading marks in the prerequisite courses have been eliminated and special attention has been paid to the marks given the lowest group in the class. These pupils cannot be given "F," for in terms of guidance they are not failures. They, more than those in any other group, have often learned much of value to themselves. Neither can they be given "D" as that confuses the members of this group with those who rightfully belong in the "D" category.

Third, a mark is given to pupils of any ability group who willfully refuse to take advantage of the guidance available and prevent the other

pupils from doing their best work.

The marks have thus been broken into two groups as follows:

General and Social Studies

P—Credit is being earned

F—Credit is not being earned, resulting from lack of effort

Prevocational Studies

A—Superior achievement shows outstanding ability in this field

B—Above average achievement

C—Average achievement

D—Below average achievement

E—Very poor achievement, resulting from lack of ability in this field

F—Credit is not being earned, resulting from lack of effort and cooperation

Educational Traits Determining Quality of Work Done

+ denotes outstanding development

0 denotes satisfactory development

— denotes lack of proper development

Ability to express ideas in writing

Ability to express ideas orally

Ability to arrange ideas logically

Ability to use what has been learned to solve new problems.

Ability to recall what has been learned

Ability to rely on personal conclusions

Ability to lead group discussions

Ability to participate in class discussions

Ability to use hands accurately and neatly

Ability to see and understand designs and drawings

Reliability in performing assigned tasks

Ability to direct and control emotions

Ability to learn and work up to capacity



Progress in overcoming shyness is shown above. When the shy child is allowed to display his musical ability before the group, he acquires distinction in his companions' eyes.

Photography a Tool of Interpretation

LUCIEN AIGNER

New York City

Photographs by the author

EDUCATORS, as a rule, do not know enough about creative photography and how it can be used for educational and interpretive purposes. An excellent example of how school officials have utilized photography for these purposes is the photo-illustrated yearbook of the board of education of New York City. In this book photographic material was planned to illustrate the book instead of pulling out of files pictures that

Abstracted from an article which appeared in *Popular Photography*, with permission.

were only approximately related to the subjects discussed.

Photographs can be used to popularize new methods or new activities as was done when the Victory Corps program came into existence. I myself was assigned by a metropolitan newspaper to obtain in a dramatic picture series the story of Victory Corps activities for the reading pub-

lic. I could not content myself with ideas school principals gave me as to what their school *would* do. I had to find schools where activities were already under way. If, at the beginning of this program, schools had been able to keep pictorial records of their Victory Corps activities, such pictures would have helped other schools to extend their programs and the Office of Education to popularize and spread the Victory Corps idea.

Photographs can also be used to present graphically problems of child



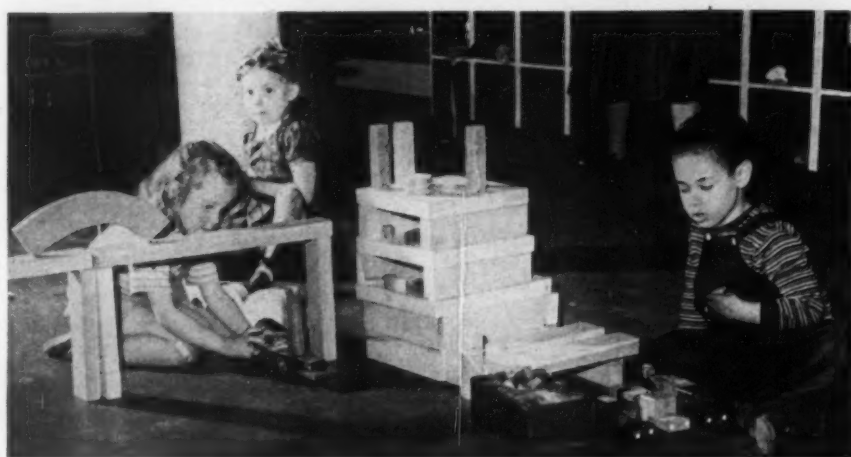
If shots like the above showing new training methods in aerodynamics were widely distributed, they would be helpful to many teachers.



A classroom shot shows eloquently children's love of animals.



Picture sequence showing kindergartners' reaction to waterfront trip. On return to school, they seem to have forgotten the trip and build the Empire State Building (right). Ten days later the experience has ripened in their minds; they start building docks and bridges (below).



could be shown at parent-teacher meetings to help parents understand children's problems and to show how the school is attempting to solve them.

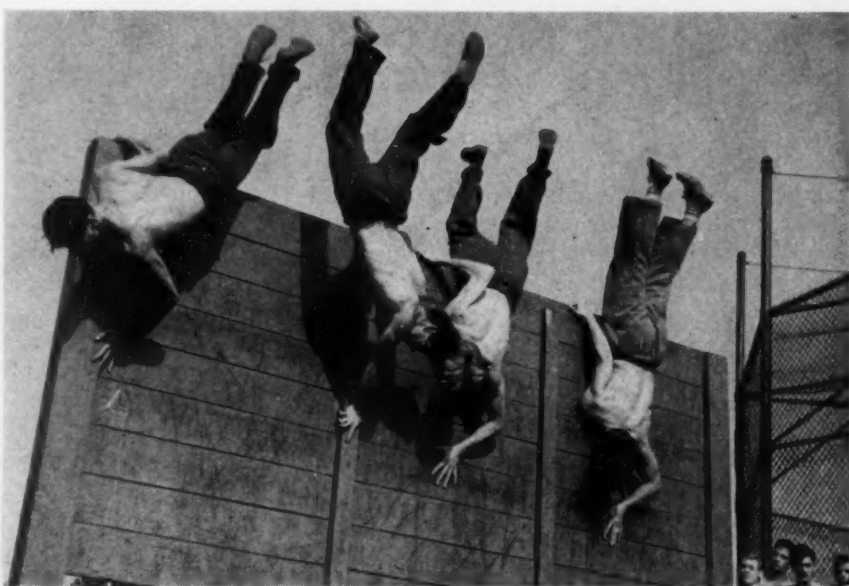
These are only a few instances of how pictures can be used interpretatively. The field is wide open. I hope soon to see some of our teacher-training colleges create a workshop for studying the application of photographic technics to educational purposes. And perhaps the time will come when a school will have the benefits of a photographer specialist just as many now have school psychologists to aid children.

psychology and child behavior. I have found that such photographs interest not only parents, who obtain information from them concerning their children, but also educators, who find them useful and instructive.

I happened to photograph several individual children at intervals and even these photographs, which were not taken to show the mental and physical progress of the children, did just that. Mine were only casual pictures. How much better they could have depicted child progress had they been taken at regular intervals with that thought in mind! How much better if they had been taken of all the children and according to some comprehensive plan to show actually such development!

Why should not school report cards be illustrated? Photographs made at school would illustrate to parents that Johnny had difficulty in finding his place in the group when he started in school but that he made

progress and that his social status had improved by the end of the semester. Pictures made in the classroom



A written report could not begin to tell the vigorous story of the Victory Corps training program that this picture actively shows.

American Culture and World Peace

THE United States through its public officials and its citizens has expressed itself in favor of arbitration perhaps more than has any other country in history. The Jay Treaty of 1794 reintroduced arbitration into modern statecraft. This idea of binding nations by agreement or treaty to abide by the decision of one or more umpires chosen by them is the essence of arbitration.

The history of arbitration in modern times has been a story of the attempts to outlaw war by narrowing the field within which it can be resorted to. The last step to outlaw war has not been taken; it is the most difficult of all because it involves a new organization of international society and new principles of international relations. We have been a leader in the field of international relations as history shows.

Champion of Peace and Education

We are also a leader in the field of education. Truly our rôle has been that of a champion of peace and of education; yet we have recognized at the same time the need of self-defense because of unjust aggression and have proved our mettle more than once in war. We have not been conscientious objectors and we have avoided false pacifism and aggressiveness.

Our instincts and emotions have been controlled so that we potentially are capable of having either a peaceful or a warlike personality. Is it not reasonable to assume that we have produced a culture in which right and enlightened reason guides, directs and controls our instinctive and emotional powers?

If war or peace attitudes are a result of our culture and are not entirely instinctive reactions, then our schools surely have had much to do with keeping the peace and fighting the war. The pattern of our lives, that is, our habits, thoughts, attitudes and character, is a product of the educative process, a process that is socializing in its effect.

Educative systems with continuity and development pass on culture from generation to generation. The

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contributions of the past are not neglected. The mental entities, the customs, manners, beliefs and technics, which we think best at a particular time, are passed on because of a plasticity of mind. We thus obtain social information and intelligence through our school curriculums. What are the basic elements of our culture?

The first basic element is our Americanism. The best place for the study of Americanism is in such writings as the Mayflower Compact, the Declaration of Independence, the Constitution, Washington's Farewell Address, the writings of Lincoln and Wilson and the Atlantic Charter. Some of the dominant ideas and ideas found in such writings are as follows:

1. Our idea of government—"government derives its just powers from the consent of the governed."
2. Our idea of democracy—shoulder the people with the responsibilities of directing their own affairs, determining their objectives and progress.
3. Our idea of religion—free exercise of religion.
4. Our idea of schools—they must possess academic freedom.
5. Our idea of tolerance—no racial, religious, social prejudices.
6. Equality of opportunity and equality before the law.
7. Faith in God and prayer.
8. Faith in education—the belief that subversive activities and influences can be combated and overcome by unregimented education.
9. Belief that other nations have the right to choose their form of government.

This is only a short list and does not contain all of the basic ideas to be found in our fundamental writings but it is a fair sample of the makeup of our American Magna Charta.

The second basic element of our culture is our educative system which is one of the instruments in produc-

ing our American pattern of living. Schools must transmit a complex cultural heritage. This heritage is made up of institutions, beliefs, ideals, habits and the prevailing state of mind that seems essential. If our heritage were simple, informal "word of mouth" education would be adequate. The more complex our culture is, the more complex must be our educational system. Education must develop with our civilization.

If it is true that we are leaders in international relations; that we have been outstanding in the arbitration and peaceful settlement of disputes; that our heritage gives evidence of just conduct and beliefs in which justice, reason, democracy, tolerance and the four freedoms prevail, and that we have a highly developed educational system to pass on such values, then we must look to the leadership in our schools and community life.

Sound ideas and sound leadership will give us a balanced life. Unsound ideas and unsound leadership will lead us astray. Have we developed a sound sense of values in our school system? Let us examine briefly our educational values which constitute the third basic element in our culture.

Free Schools Are Basic

Horace Mann declared that national safety, prosperity and happiness were made possible by free schools "open to all, good enough for all, attended by all."

Our educational system looks at life as a whole and seeks to interpret it for the individual so that he may do better those things he would do anyway. There is a regard for religion, morality, knowledge and supreme respect for the individual in our public schools: Friendliness, tolerance and understanding are promoted. Our goals of education have been summed up as self-realization, the establishment of human relation-

ships, economic efficiency and civil responsibility.

The state of Michigan has produced a set of goals of education which seeks to cultivate a deep regard for democratic institutions and to help in the development of qualities of character which are of special significance in a democratic country. Encouragement of the willingness and ability to cooperate effectively and to search for truth as a basis for the discovery and solution of problems, plus an effective use of the fundamental knowledge and skills, is another important objective.

Education should prepare the individual for life and provide him with an opportunity for contact with great

spiritual values of the past. Not to understand Virgil alone, but more to restrain passions, to be grateful, generous, humane, compassionate and just is a goal of our education.

Each of us is obliged to make our behavior conform to the cultural pattern of our age. We limit our activities to the social requirements of our group. We accept its sanctions, customs and patterns. This process of developing a culture, that is, of educating each generation of children in our basic ideals and in our habits of thinking, believing, speaking, acting and feeling, which is based upon a love of peace, education and sound principles of international relationships, must be continued.

is a social problem that demands our urgent attention. These accidents need not occur. They must not happen!

Accident prevention is largely a matter of education, of developing in individuals those habits that make for safe living, building the skills necessary for handling themselves so as to avoid accidents, imparting the information necessary for recognizing and avoiding hazards and establishing attitudes leading to actions that guarantee individual safety and the safety of others.

For this education community agencies share the responsibility. But, as in many other areas, we look to our schools for the effective teaching of safety that will preserve the lives of young people, not only in school but in all other phases of their community living.

Some phase of safety is connected with practically every activity in a pupil's normal daily life. He comes and goes to school; he plays in the gymnasium or on the playground; he works in the science laboratory; he operates machines in the shop; he uses the common tools; he fishes and hunts; he boats and swims; he skates and skis; he rides a bicycle or drives a car, and he uses fire.

Each of these has its accompanying hazard. Has he been taught how to recognize it, how to avoid it, how to prevent the accident that might be inherent in his own acts and those of others? Is he able to do things safely?

Someone is responsible for seeing that the pupil has the prerequisites for safe living. Where the school is concerned, the responsibility rests ultimately upon the principal. To discharge it, he needs a well-thought out program for safety education. Teachers of science, home economics, shop work and physical education should give the safety instruction that is required.

Teachers in other areas need to emphasize the development of those attitudes and habits that result in safe living. To maintain a safe environment for pupils, a periodic inspection should be made of plant and grounds which will reveal hazards and suggest necessary repairs and construction. For encouraging safe practices, pupil safety organizations, safety committees, safety patrols and safety courts can be established.



National Safety Council

Guards at dangerous crossings prevent accidents.

Accidents Must Not Happen

FRANK M. PELTON

Professor of Education, Rhode Island State College
Formerly With the National Safety Council

WHAT a relief it was to see the end of war casualty lists in our newspapers!

There remains, however, a casualty list that is too unfamiliar to the public. It appears daily in isolated items in newspapers throughout the United States. It is more frightening and appalling than any list of war casualties because it appears year after year with slight variations. This is the list of fatali-

ties resulting from accidents on the home front that are largely preventable.

For 1944, deaths by accident totaled 95,000. For the same period there were 9,800,000 disabling injuries of which some 340,000 resulted in permanent disabilities, ranging from loss of a finger to complete crippling.

What will the figures be for 1945, for 1946, for 1950 or for 1960? Here

PEACE—

It's Wonderful!

CHARLES NEWCOMBE
Teacher, Lowell, Mass.

TEACHERS are patient and I'm as patient as any. But enough is enough. When my efforts to teach are thwarted, I protest. Let me explain.

Building with thoughts is delicate work. I made painstaking plans for yesterday's lesson and I was delighted with the class response. Various pupils took part in the discussion. I even ensnared the laggards. When that "magic" moment for just the proper question came, everyone was attentive. But, as I was about to speak, the loud-speaker over my head broke in: "Attention please; attention please! There is a car standing in front of the boiler room which must be moved immediately. That is all."

The "magic" evaporated. Slow-thinking members of the class were asking each other, "Is it yours?" Quick thinkers were chuckling about the "moving boiler room, that is all." My carefully prepared plans lay in waste.

Must Start All Over

What should I do? Repeat the whole approach? No, that would not work; the charm would be lost. Instead, I must build a new approach and start afresh, and that would mean tomorrow. So we did a little drill work until the end of the period.

I sat in the empty classroom, musing. . . . Our school is downtown. The car might have belonged to a pupil or a teacher, or it might equally well have belonged to a shopper or a store clerk. . . . Every class in the school was disturbed. Assuming that each teacher had prepared her work, the interruption ruined a large

number of plans. *And*, perhaps the car is still there! If it *is*, then the announcement was a folly. If the car has been moved, was it not folly to solve one problem at such a very high cost?

I recalled certain famous announcements: "James Agazian will come to the main office right away" . . . followed two minutes later by, "Any pupil knowing James Agazian will come to the main office right away." (What if James had been popular?)

Interruptions Come Quickly

Then there was that time when the full details of the day's irregular program were read at 9:59 and reread, completely revised, at 10:45. "Will the owner of the yellow Pontiac parked across the street come to the main office right away; it is on fire!"

"The truant officer will not be in his office this afternoon."

"Where is Mr. Jones' class? It is not in the right room."

On another day a brazen parent bulldozed an office clerk into calling for his child although we were at assembly and listening to a nationally famous speaker. He was about to make a good point when the P. A. system broke in: "Attention please, Mary Smith is wanted in the main office at once." I squirmed.

Class interruptions occur about once a day. The waste of good work is discouraging. What can teachers do about it? Administrators of the "Attention please" type do not receive suggestions. They suspect revolution.

Revolution?

Suppose that on a certain pre-arranged day at a time when the pupils had gone, we, the teachers, did revolt. We could easily seize the microphone and send out one last announcement: "Attention please. The code words are 'Peace, it's wonderful.' Proceed with plan A. That is all."

The teachers would then, in unison, climb onto their desks and tear out the speakers, wires and all. Then, carrying the instruments they would go to the parking lot, pile them up and have a merry blaze.

I sigh as I return to reality. Teachers are too docile to revolt. (Sh-sssh, don't let the pupils find out.)

Teaching Requires Serenity

But I am not *too* docile to protest. Good teaching is a form of creative art and works best in serenity. Give me peace and calm and I will give the children my best efforts.

Installing a device does not make it educational. It must be carefully fitted into the school program. No amount of teacher docility can release administrators from their obligations. Three such obligations come with a speaker system.

1. The obligation to see to it that the machine is available as an educational device. This means, at least, advance information to teachers about radio programs and the purchasing of phonograph records. If pupil programs are planned, then the second obligation is entirely obvious.

2. The obligation to learn how to run the machine skillfully. This is harder than it sounds for it includes skills in switching, in controlling volume and in pitch control, in using the microphone, in timing, editing and selecting voices.

3. The obligation to prevent the machine from being used when it will interfere with class work. This means the setting up of a time for the use of the machine and the determination to say "No" to those last-minute thinkers who dash in with, "Just this one announcement; it won't take a moment."

Without controls, the system is not educational and does not belong in a school. With controls, we can explore its uses. Without controls, it drives me to thoughts of revolution. With controls, I might even use it myself.

Reorganization Promises Improvement

MICHIGAN has recognized the fact that its small district system is archaic and is planning improvement by reorganization into larger administrative units. The existence of thousands of small districts has resulted in serious inequalities and has made difficult any successful plan of state subventions to equalize the tax burden and to improve educational opportunity. Small local districts created by the state and delegated with responsibility for the actual organization and administration of public education are no longer capable of performing the purpose for which they were intended.

The concentration of wealth and population during the last thirty years in the industrial areas of the state has changed Michigan's economy from a rural to an industrial type and has created serious problems. Local school districts have not generally been able to carry their share of the cost of public education since the limitation in 1932 of the real property tax to 15 mills, and the state has been forced to assume increased responsibility for the support of public education. This state subsidy increased from \$22,592,474 in 1932-33, which was 23.9 per cent of the total receipts for public education, to \$48,877,229 in 1942-43, or 52.4 per cent of the total revenue.

Frontier Days Long Since Gone

The only purpose of a school district is to provide for adequate administration of the state educational program. The primary district (generally 4 square miles in size) was designed for the economy of the frontier and proved a desirable unit of school administration when the elementary years were considered the limit of social education.

The country school, usually located near some crossroads, was accessible by foot to the children of the large families of the surrounding rural area. Few supplies were necessary for teaching the minimum essential skills to children for the few years they attended school and wood fuel could be easily purchased from the neighboring farmers. Nearly all the

MALCOLM B. ROGERS

Superintendent of Schools, Willow Run, Mich.

wealth of the state was in the form of land and, therefore, was available for taxation by the local units.

Cultural needs have changed. Our present high technology now requires completion of the secondary years as a satisfactory individual and social minimum. Modern secondary education requires extensive training in citizenship on local, state, national and international levels, education in health and sanitation, preparation for homemaking, training in the vocations, instruction in ethical principles and understanding of the complicated culture in which we live.

The public school can no longer serve by providing a few years of training for the child but must enlarge its program to provide for the expanded educational needs of the youth and the adult. Universal secondary education in Michigan has been accepted and, now that the war is over, it will be extended through the thirteenth and fourteenth years.

The present archaic structural organization of public education in Michigan, consisting of some 6300 districts, is inefficient, costly and unable to provide for the educational needs of its people. Hundreds of

small districts have failed to offer any educational program in recent years because they have lacked either the pupils or the financial resources.

Others have continued to operate but have offered only a partial elementary program. The number of schools failing to offer any elementary program increased from 181 in 1923 to 737 in 1941-42. Many other small districts were offering only partial elementary programs. Half of the districts in five of the 83 counties closed one or more grades in 1941-42 and transported their pupils to other schools.

Even though high school education has become an accepted social requirement and 95 per cent of the eighth grade pupils in Michigan enter high school, only a small percentage of the districts in the state offers a complete twelve grade program. In 1941-42 only 514, or 8 per cent of the 6299 school districts in the state, provided twelve years of education approved by the superintendent of public instruction. The great need is for districts capable of administering satisfactorily an elementary and a secondary school program.

Existing small district organiza-

Table 1—Inequalities in Fiscal Ability of Local Districts

Type of District			Equalized Valuation	School Census	Equalized Value per Census Child
SUBURBAN AREA					
Kalamazoo	8F	(Kalamazoo Co.)	\$ 5,386,506	591	\$ 9,114
	20		226,297	230	984
Marysville		(St. Clair Co.)	14,259,389	585	24,374
Kimball	TU		655,035	787	832
Flint City		(Genesee Co.)	206,733,730	40,109	5,154
Flint	19		416,989	747	588
Fordson		(Wayne Co.)	164,881,676	13,036	12,648
Dearborn	8F		1,989,424	1,263	1,571
RURAL AREA					
Trowbridge	8F	(Allegan Co.)	276,203	11	25,109
Cheshire	9F		41,673	51	817
Yankee Springs	3F	(Barry Co.)	15,761	18	876
	8F		126,542	5	25,308
Grant	5	(Gd. Traverse Co.)	46,437	1	46,437
Solon	4F		86,562	87	995
Grand Island	TU	(Alger Co.)	231,961	6	38,660
Limestone	TU		174,940	261	670

Table 2—Equalization of Social Wealth From Reorganization

Equalized Valuation per Census Child	Number of Districts 1941-42	Number of Proposed Districts	Per Cent of Districts 1941-42	Per Cent of Proposed Districts
10,000.....	149	3	2.4	1.2
9,500-9,999.....	35	2	0.5	0.8
9,000-9,499.....	36	1	0.6	0.4
8,500-8,999.....	39	0	0.6	0
8,000-8,499.....	41	1	0.6	0.4
7,500-7,999.....	59	2	0.9	0.8
7,000-7,499.....	84	0	1.3	0
6,500-6,999.....	122	3	1.9	1.2
6,000-6,499.....	115	0	1.8	0
5,500-5,999.....	210	4	3.3	1.6
5,000-5,499.....	247	7	3.9	2.5
	(1137)	(23)	(17.8)	(8.9)
4,500-4,999.....	319	9	5.1	3.5
4,000-4,499.....	416	17	6.6	6.7
3,500-3,999.....	550	29	8.7	11.5
3,000-3,499.....	710	51	11.2	20.2
2,500-2,999.....	846	43	13.4	17.0
2,000-2,499.....	778	40	12.3	15.8
	(3611)	(189)	(57.3)	(74.9)
1,500-1,999.....	725	28	11.5	11.1
1,000-1,499.....	751	11	9.6	4.3
500-999.....	237	2	3.7	0.6
0-499.....	14	0	0.1	0
	(1547)	(41)	(24.9)	(16.2)
Totals.....	6303	253	100.0	100.0

tion is not suited to our present economy. A very small area may contain a high concentration of taxable wealth and have few or no children to educate, while another area may have a large number of children and little taxable wealth. This extreme inequality in taxable wealth per census child in both rural and urban areas of the state has resulted in serious inequalities in the tax burden and in educational opportunity and has

made equalization through state subsidy difficult.

A study of local fiscal ability as indicated by equalized valuation per census child shows that under the present system of district organization there are serious inequalities. Many districts cannot provide an acceptable educational program with high local taxes while neighboring districts, because of the scarcity of population or accidental location of

wealth, can provide a good educational program with comparatively little local tax effort.

Table 1 illustrates some of these extremes in fiscal ability of the local districts.

The Michigan Public Education Study Commission has recommended the progressive reorganization of the 6299 existing school districts in 1941-42 into less than 300 community school districts. Legislation has been recommended to provide for the formation of fourth-class districts in small towns and cities to include the adjacent rural districts and enlarged boards of education to represent the rural areas.

The community district would include closely related urban, suburban and rural educational, economic and social interests. Secondary education would be centered in a relatively permanent natural community. It is a desirable unit of administration because it corresponds to natural and accepted social, economic, recreational and educational patterns.

Would Equalize Tax Burden

School districts so organized around natural community trade centers would tend to equalize the tax burdens, for such districts would include enough wealthy districts to compensate for the small districts with many children and low property valuation. All small districts actually a part of the natural community, both rich and poor, would receive the benefits from the tax resources of the natural community.

Table 2 shows how such reorganization would tend to equalize ability to support education by improving the tax base and equalizing the tax resources of the districts of the state.

A decade of state experience in subsidy to local districts has proved the impossibility of the equalization of educational opportunity because of the large number of local units and their extreme variations. Reorganization into community districts would combine the thousands of small districts into administrative units large enough to offer the type of educational program required in Michigan, provide an opportunity for equalization of educational opportunity by state subsidy and create local districts of sufficient size and strength to contribute a fair share of their support and exercise local initiative and control.

Saskatchewan's Recreation Program

A TEN year plan to provide recreation and promote physical fitness for 900,000 Canadian men, women and children is being developed in Saskatchewan. Known as the Saskatchewan Recreational Movement, the plan calls for recreation councils in each community to recommend activities, including athletics, handicrafts, drama, holiday camps, hobbies, and to promote good citizenship and rehabilitation of returning veterans.

Inaugurated early in 1945, S.R.M. is the result of the Federal Fitness Act and the Saskatchewan Fitness Act which, together with the Saskatchewan Department of Health, have contributed to the first year

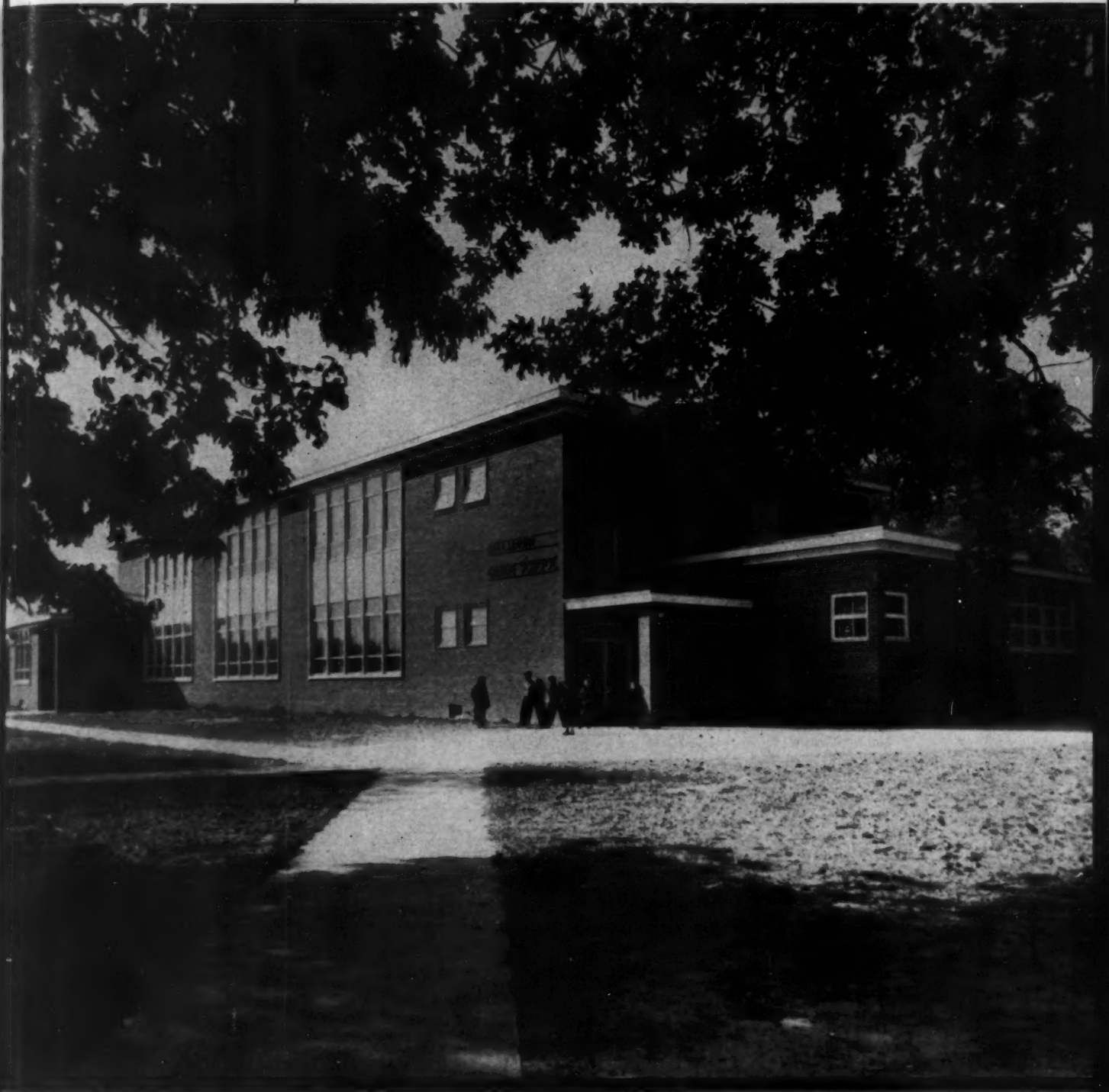
budget, but the larger part of the expenses is met by local councils.

Activities for children under 12 are provided in S-12 Clubs, each child paying a 10 cent membership fee. A publication called *The Playmate* is issued for this group.

For boys and girls from 12 to 18, S-18 Clubs develop social, cultural and athletic activities common to the classroom. S-18 Clubs read a publication called *The Torch*.

A third division provides recreational facilities for adults, nonschool and preschool children, returning veterans and employees in industry. The publication *RA Star* (Recreational Association) suggests plans for the activities.

▶ The Bellmawr Grade School, Bellmawr Park, Camden County, New Jersey, described in detail beginning on page 34, embodies several new and unusual construction details.



PORTFOLIO ON



PLANNING ELEMENTARY SCHOOLS

BELLMAWR GRADE SCHOOL

Bellmawr Park, Camden County, New Jersey



Corridor Exit

Since it was built during the period of war-time restrictions, the architects had to exercise ingenuity in order to solve their problems.

THE grade school at Bellmawr Park, Camden County, New Jersey, was built by the Federal Works Agency with Lanham Act funds as part of a war housing community, erected by the Federal Public Housing Authority for war workers of the New York Ship Yard located in Camden.

This project houses 500 families and has, in addition to the school, a community building (where a nursery school is conducted) and a store group so that the workers and their families have all the amenities of well-rounded community life.

The school building was erected in 1942 in the early days of the war at which time metals of all kinds, particularly steel, were critical materials. Wood had not yet become critical.

Since the New Jersey State School Code prohibits the erection of two story frame school buildings, it became necessary, in order to erect a two story masonry building, to devise some new and unusual construction details.

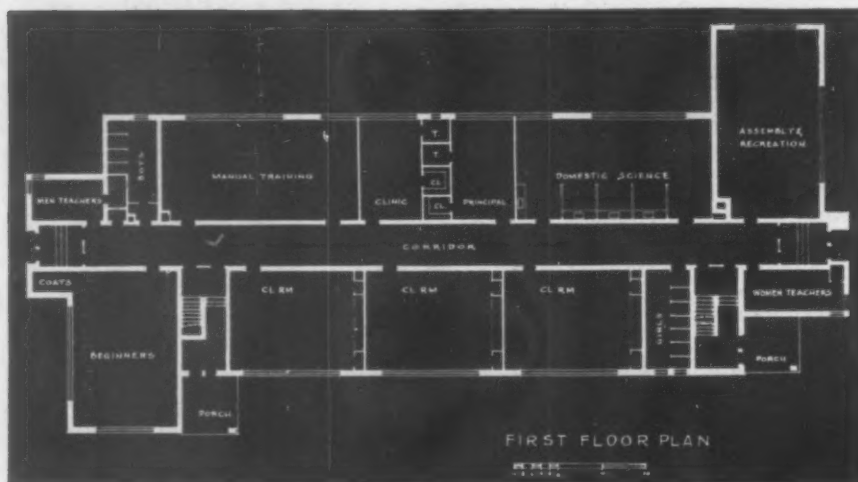
The first consideration was to develop a means of eliminating the usual heavy brick spandrel between the heads of the first story windows and the sills of the second story windows, as well as the usual parapet wall. The satisfactory accomplishment of these two objectives saved the bulk of the steel usually required in a masonry structure.

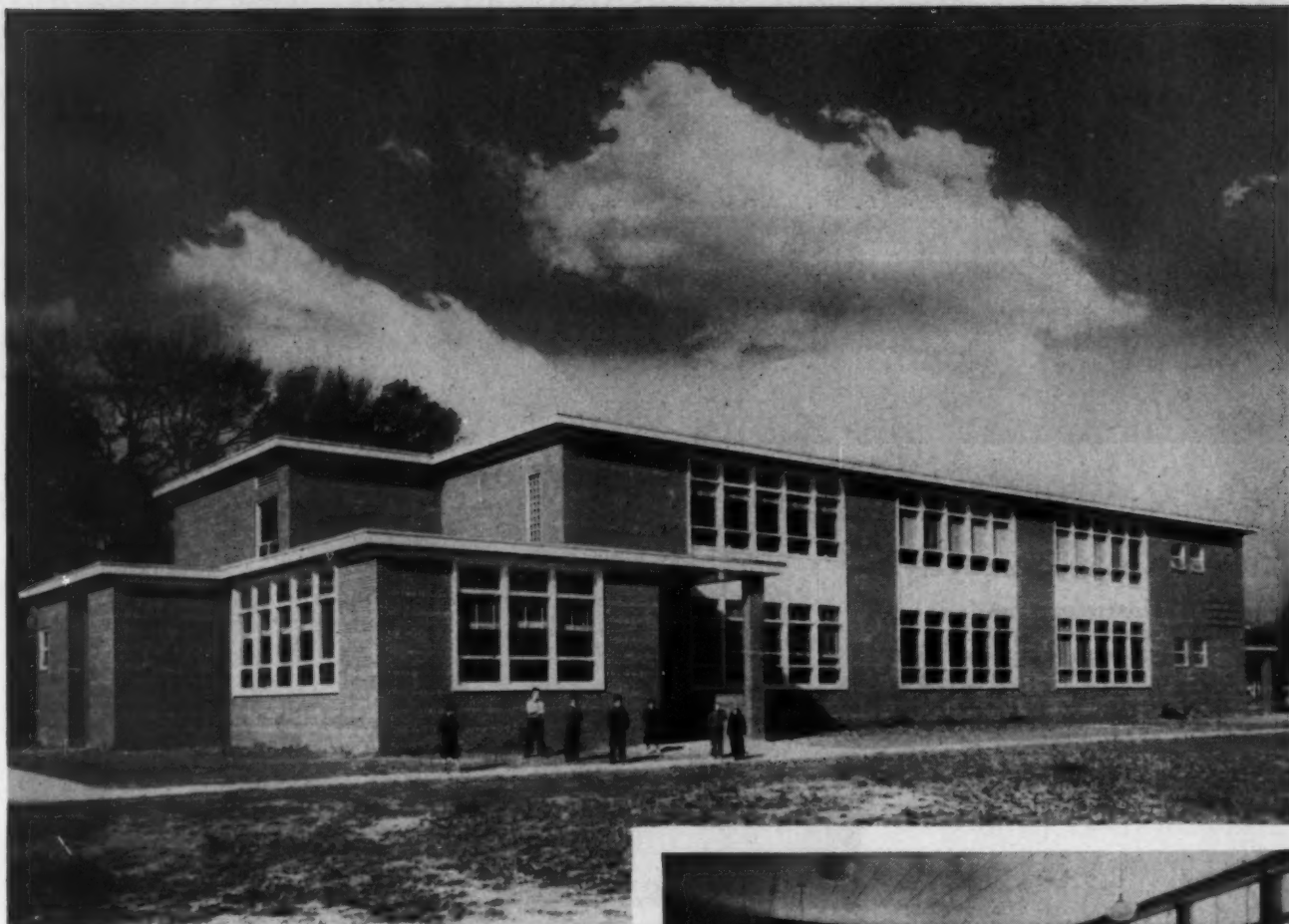
The parapet problem was solved by eliminating the parapet wall entirely and substituting an overhanging hood or cornice detail; the spandrel problem was eliminated by developing the spandrel shown in the accom-

JOSEPH N. HETTEL
Camden, N. J.

and

MAYER & WHITTLESEY
New York City
Associated Architects
for the Bellmawr School





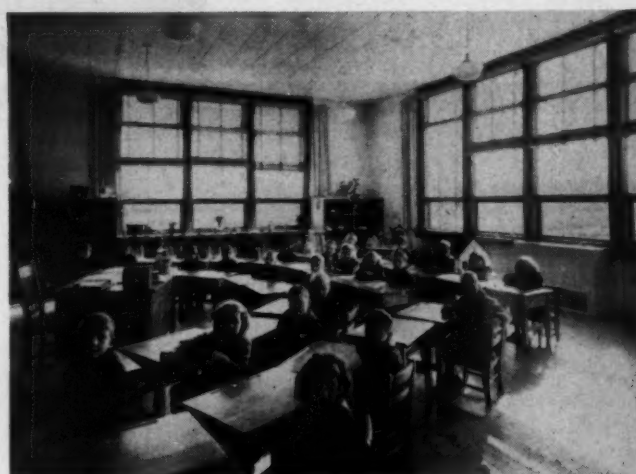
Ventilating openings are on under side of cornice. The usual heavy brick spandrel between the rows of first and second story windows has been eliminated.

panying detail drawing and photographs. This construction detail is not strictly in accordance with the state code but was accepted and approved by officers as a temporary war measure.

The mullions in the classroom group windows are 5 by 8 inch structural members extending from the roof down to the first floor window sills where they rest on a continuous 3 by 8 inch sill piece bolted to the brick work.

To reduce the width of the woodwork between the windows and at the same time provide satisfactory support for the floor joists and roof rafters a casement type of window was used. The frames spiked to the sides of the structural mullions support the wood lintels which in turn support the joists. A joist spiked to the side of each structural mullion and anchored at the other end into the corridor wall provides the required lateral support.

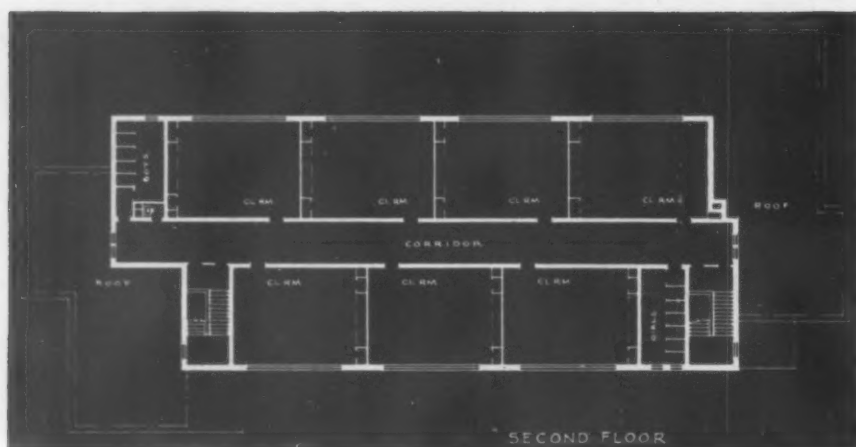
The masonry walls are constructed of 4 inch brick facing bonded to 8 by 8 by 16 inch cinder concrete block backing. The windows and doors in the masonry walls have reinforced concrete lintels for the backing and reinforced brick lintels for the facing. The first course of brick is supported on the wood casement window frame and in the first brick joint above, two reenforcing



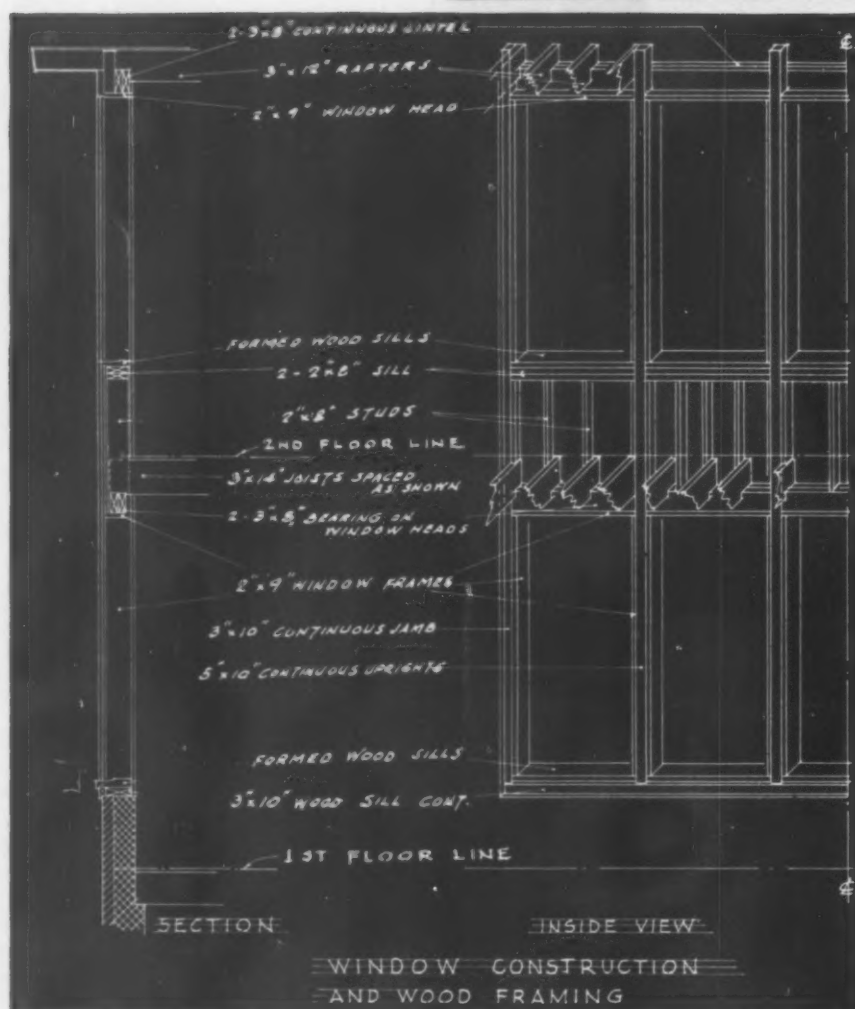
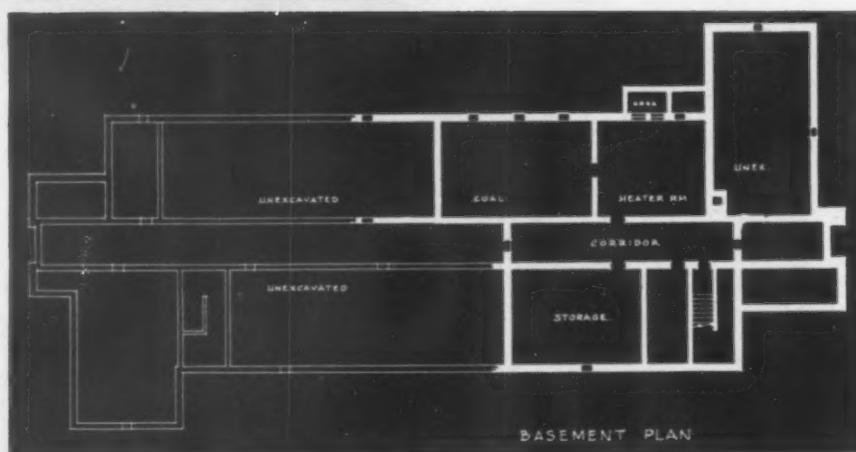
Beginners' room.



Typical classroom.



Color has been effectively used in classrooms and corridors causing reactions in pupils and teachers far different from those created by the dull brown walls of other years.



rods, $\frac{3}{8}$ inch in diameter, were placed to eliminate the usual shelf angle.

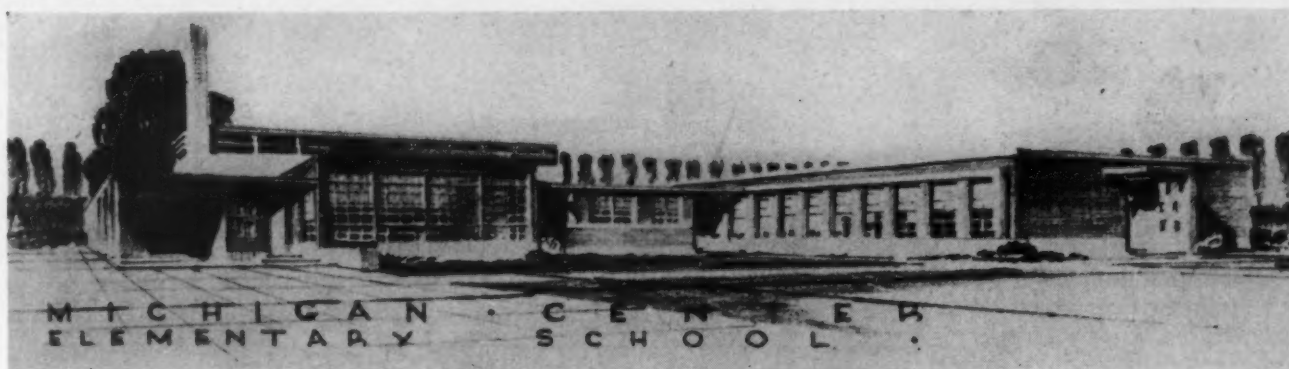
To conserve material and labor, the usual hung ceiling construction for the second story was eliminated, the ceiling finish being nailed directly to the rafters.

The roof is insulated with two layers of rigid insulating sheathing board. The ventilation for classrooms is provided by grilles in the wardrobe ceilings and vent shafts leading

to a large duct formed by furring down the second story corridor ceiling. This duct discharges through large louver grilles at each end of the corridor and through continuous openings extending around the entire building in the soffit of the cornice. Discharging some of the exhaust air over the second story ceiling helps to reduce heat loss in cold weather.

The interior of the school is decorated in accordance with the modern idea of color dynamics. All the side and rear walls and woodwork of each classroom are painted a cheerful color with the front wall a darker shade of the same color. All ceilings are white for greater light reflection. Corridors are well lighted, making possible the use of a fairly deep shade of olive green on the walls, which is enhanced by a bright orange on the doors.

It has been interesting to note the favorable reaction of the teachers and children to the use of color in the interior decoration in contrast to that provoked by the dull school brown or tan in use for too many years.



This elementary school building has the advantage of being all on one floor.

Awaiting the Signal to Go

GROWING interest in the one story elementary school building has been evidenced by the number of such projects recently brought into the architect's office. The omission of expensive stairways and savings in structural costs are important but more so are the convenience and safety of the children and teachers who use the building.

The new elementary school building for Michigan Center, Mich., is to be a one story structure with the classroom section consisting of eight rooms separated from the kindergarten and playroom by the foyer, office and clinic. The playroom is provided with a stage and an adjacent serving kitchen. There is also storage space for tables and chairs.

Considerable thought has been given to the design of the kindergarten area which has an entire wall of glass with a wide overhang for summer shade. The kindergarten has its own entrance and coat storage space. Near by is a toilet room. A special feature is an adjacent work-room for group activity, storage and clean-up facilities for the instructor. Just outside is a covered play area for use during inclement weather.

The design provides for a clinic adjacent to the office with an exit through the office to permit a crying child to leave without disturbing other waiting children.

The convenient functioning of the instructional program has been carefully considered by the inclusion of appropriate storage and display facilities for each classroom. Special emphasis has been placed on ample tackboard space.

Construction Details

CONSTRUCTION FEATURES:

Fireproof reinforced concrete and steel.
Exterior, face brick facing with limestone trim.
Windows, wood double-hung or projected awning-type sash, except for the playroom.
Roof, built-up tar and gravel.
Stairs, reinforced concrete.

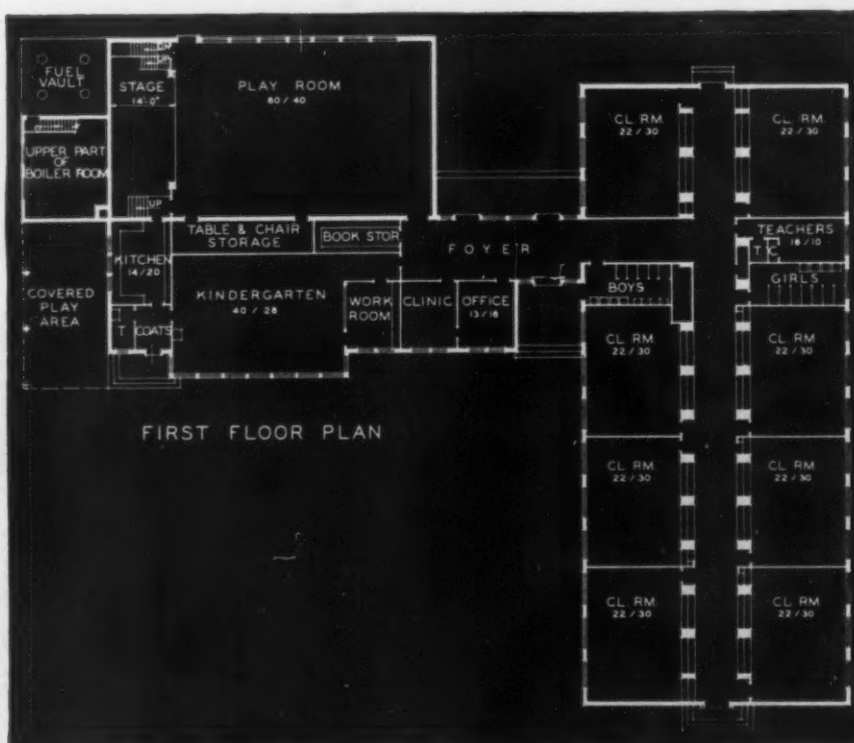
INTERIOR FINISHES:

Walls, plaster.
Corridor wainscot, linoleum at Michigan Center; faience tile at Traverse City.
Corridor floors, stair treads and risers in terrazzo.
Classroom and kindergarten floors and base and counter tops, linoleum.
Ceilings, acoustically treated.

WARREN S. HOLMES COMPANY

Architects, Lansing, Mich.

TRAVERSE CITY, MICH., has a carefully prepared long-range school construction program, with plans already in progress for the first unit of the program which will be a new elementary school building. This will replace a building long since outmoded and will provide additional badly needed space with special facil-





Architects' drawing of the new elementary school building at Traverse City, Mich.

ities useful to adults in the evening, as well as to children during the day.

A large kindergarten is located on the first floor. It is well lighted by a projecting bay and has a sand box and ample floor space which can be utilized for games and story telling. The kindergarten is carefully segregated from the rest of the building by a covered entrance so that children can enter and go out to play without using the building's main corridor.

A toilet and adjacent coat room are provided. A special feature is the workroom where the kindergarten teacher can carry on small group activities, a place where she can clean up and store equipment or prepare for a new program. Special attention is being given to the floor design to include in its pattern useful figures,

letters and illustrations from stories familiar to kindergarten children.

Administration facilities have been studied to care for the convenient issuing of schoolbooks. A clinic has been located so that an exit can be had through the office to avoid distressing those children waiting for their "shots" should a child cry after undergoing treatment. A near-by teachers' rest room is planned. Both the clinic and teachers' rest room have separate toilets.

In addition to regular classrooms on both floors, there are special rooms for music, arts and crafts and a library which can double as a meeting room for committees or a place for adult recreation.

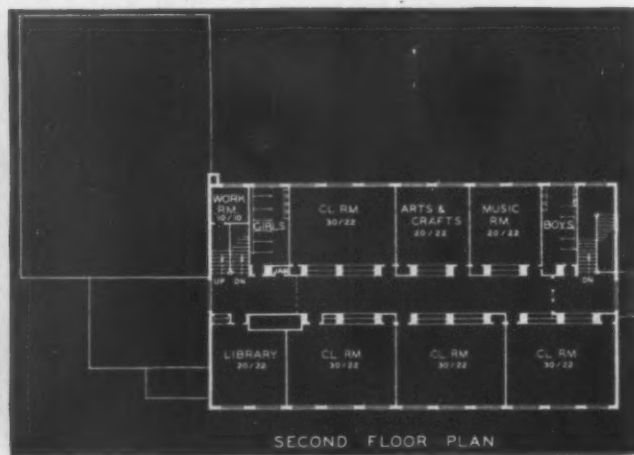
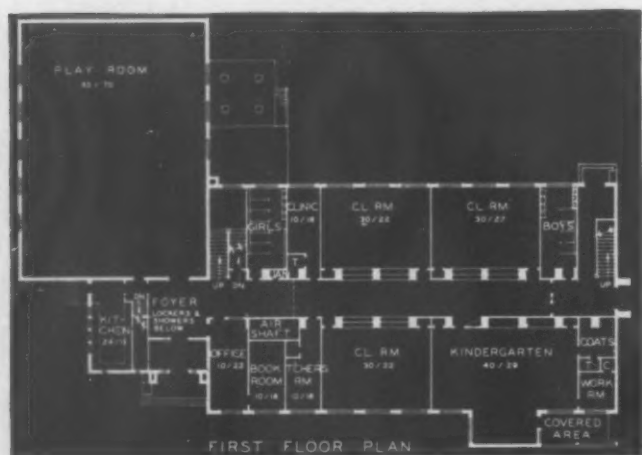
In every classroom consideration has been given to the operation of the instructional program by includ-

ing ample and convenient storage and display cases. These units are recessed into the corridor wall.

Of special interest to the adults of the community is a playroom which is larger than the usual elementary school playroom and can be used for basketball, volleyball and other games which adults, particularly returning servicemen, can enjoy. It is well lighted on all sides by continuous steel sash at the ceiling so that no opportunity can exist for glare by contrast between individual openings and the surrounding wall. A locker room and showers are adjacent.

This room has also a folding stage. Near the playroom and with its own service entrance is a large serving kitchen, useful for banquets, noon luncheon meetings and evening parties as well as school lunches.

These plans are ready, once building gets under way.

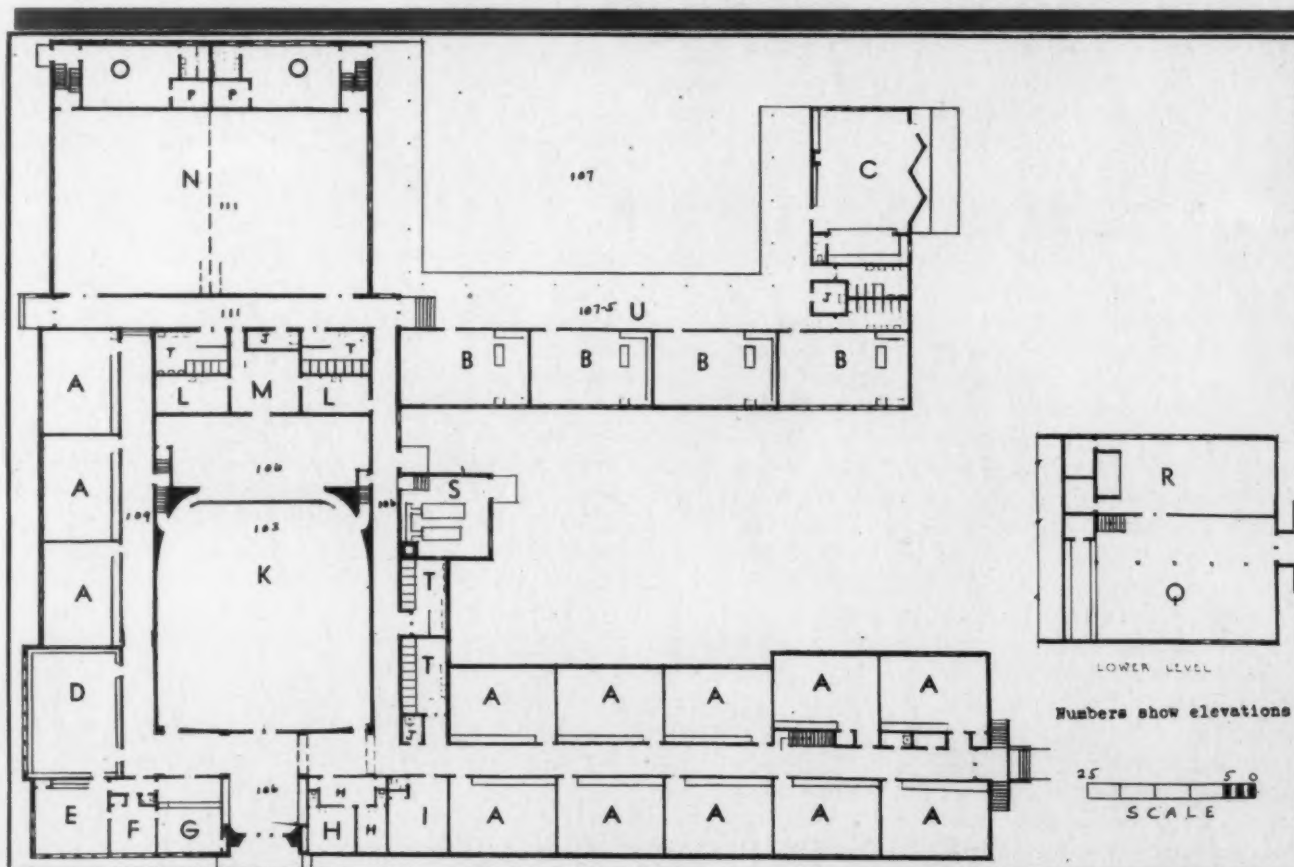




Architects' drawing of the Amboy School to be built at Battleground, Wash.

Rural School for Rugged Site

THIS project is a new grade school building to be known as the Amboy School. It is to be built by Consolidated School District No. 110, Battleground, Wash., which is one of the largest and most progressive consolidated districts in the Northwest and comprises a large portion of



Floor Plans of the Amboy School

A—Upper grade classrooms
B—Primary classrooms
C—Kindergarten
D—Library-study hall
E—Conference room
F—Principal's office
G—General office

H—Health rooms
I—Teachers' room
J—Janitor's closets
K—Auditorium and stage
L—Dressing rooms
M—Property room
N—Double gymnasium

O—Physical education dressing rooms
P—Showers
Q—Cafeteria and community room
R—Music and community room
S—Boiler room
T—Toilets
U—Covered play space

Clark County, lying north and east of Vancouver, Wash.

This new building, for which working drawings have been authorized, in anticipation of early construction, is to be located in a rural area serving the northeastern portion of the district and is in the nature of a ward school accommodating the primary and junior high school grades. Transportation will be provided by the bus system which will take the high school pupils on to the main school campus located in the town of Battleground.

The site of the Amboy School is a rugged one which accounts for the changes in levels shown in the architects' drawing and has considerably influenced the arrangement and ori-

**C. N. FREEMAN and
SYDNEY B. HAYSLIP**

Associated Architects, Portland, Ore.

entation of the building. The property, which covers 10 acres, will be fully developed and graded to provide play fields, bus sheds and parking areas. The building will be one story high, of economical type with tile and stucco walls.

Floors of the west portion will be on wood joists and the rest will be concrete slabs on the ground. All floors will be covered with linoleum and asphalt tile.

The gymnasium is designed so that it can be subdivided for simultaneous physical education activities of boys

and girls and will have folding bleachers for spectators.

The primary rooms are located in a separate wing adjacent to a paved play area and open from a covered porch in lieu of a corridor, this porch being available for play during rainy weather. The upper grade rooms are planned around the auditorium and library.

Built-in equipment, millwork and furniture for the entire plant will conform with the latest developments in both construction and design. Since this is a rural school, provision is made for the community use of all parts of the building, the cafeteria and music room portion, which is on a lower level, being especially designed with a separate entrance.

Discussion Precedes Building in England

EDUCATORS in Great Britain are eager for new school building to get under way. They want structures that will have none of the temporary, shoddy quality of the makeshift structures that they have been forced to use of recent years. They want buildings that will serve as a proper background for the development of human personalities and that will allow teachers full scope for their educational activities. They want enough schools so as to do away forever with the problem of too large classes.

They demand, furthermore, that England's new school buildings be lighted, heated and ventilated in accordance with the latest scientific developments along these lines, insofar as these innovations are practicable.

These were some of the ideas expressed at a meeting in London, England, convened jointly by the National Union of Teachers, the Association of Building Technicians and the Royal Institute of British Architects for the purpose of discussing schools.

During the "inter-war period," it was pointed out that Britain had been merely toying with school building. What had been done in

the way of building new schools was well done but there was not enough of it. It was agreed that speed was the essence of any planning and building of schools that is to be undertaken.

Standardization of space requirements, unit building and prefabrication would all contribute to speed but educators, in particular, were opposed to the idea of standardized school architecture, having in mind the type of standardized structures and prefabrication that they had had to accept during the war.

Teachers and administrators wanted pure functionalism in design and offered this challenge to the architects. The child, according to one speaker, "could see through sham, mere façade, more quickly than teachers or administrators or even architects and certainly more quickly than the average member of the local education committee."

After some discussion, it was realized that prefabrication and unit building allowed for considerable flexibility in design so that all schools would not necessarily have to look alike. All were agreed that putting up schools which would last for a century was *not* one of the needs of

the new school building program.

The larger part education should play in the life of the community and the development of the community center was emphasized at the conference. "One point of view that kept cropping up," according to an account of the conference in the *Journal of the Royal Institute of British Architects*, "was a desire to build the new schools outside the towns, where adequate playing fields could be provided. The obvious counter to this was that the school playing fields were a necessary part of the open space amenity of the town and that education and town-planning authorities should get into close collaboration on this matter, a collaboration which educationalists do not seem to be fostering."

One speaker cited the case of rural children "who, having no playing fields in their villages could only obtain this amenity in schools in nearby towns and were deprived of recreation in the evenings."

England's new Education Act has created a great spirit of optimism and a determination to recreate the whole educational system. This applies to school buildings as well as to programs and curriculums.

Teacher's Record System or MUSEUM PIECE?

THE problem is neither new nor unique with us but we came to grips with it this year: What kinds of information about his staff should an administrator have at his finger tips in these days when teachers are coming to be looked upon as counselors, guides or "parents-by-proxy" rather than just as purveyors of a narrow body of subject matter?

If our schools are to be concerned with all American youth and with the whole child in each case; if the bounds of common school education are to be extended downward to include nursery schools, upward toward adult groups and horizontally at each level to influence a greater part of each person's waking hours, then superintendents and principals are going to need far more information about their teachers than the usual record cards provide.

Our first step at Briarcliff Manor, after realizing the problem, was the usual one. We collected a sampling of teacher record forms from commercial publishers and from well-recognized school systems. Four responses to our request for information came from commercial publishers; only two of these submitted a sample. Six school systems answered; of these, three are using a card copyrighted some years ago which has since become inadequate. Two others expressed dissatisfaction with what they are now using and one submitted a sample without comment.

A tabulation of the items asked for on these samples revealed unanimity on only two items: name and normal school or college attended. (See table 1.) Except for one sample in envelope form, all were single cards. One school reported keeping its cards

in file folders along with other pertinent materials.

The Teacher's Record form which we concocted is in the form of a folder, such as is used for filing correspondence, and makes at least two departures from current practice. First, it provides for recording a wide range of information about teachers. School service (other than classroom teaching); activities, honors and distinctions in preteaching preparation; travel; community service; work experience (other than teaching locally); publications; accomplishments, hobbies, interests; other educational contributions—all these may serve as clues to better pro-

fessional assignments in our schools.

Second, the folder form allows for the filing within it of other pertinent material, such as application blank, copies of significant administrative notes to the teacher, notes of supervisory conferences and copies of letters of recommendation.

To assist in keeping these records up to date, we drew up a Teacher's Record Supplement which provides a convenient means for reporting annually on only those items which are subject to change, such as address, certification, status, summer or exten-

D. R. DAVIES

Assistant Supervising Principal
Briarcliff Manor, N. Y.

Table 1--Tabulation of Items on Seven Teacher Record Cards

ITEMS	CARDS							ITEMS	CARDS						
	1	2	3	4	5	6	7		1	2	3	4	5	6	7
1. Name.....	X	X	X	X	X	X	X	29. In-service study..	X	X	X	X			
2. N.Y.S.T. Retirement Number.....	X	X				X		30. Dates attended....	X	X	X	X			
3. Date of Birth.....	X	X	X	X	X			31. Name & loc. of institution.....	X	X	X	X	X		
4. Perm. Home Address...	X	X		X	X			32. Courses taken.....	X	X	X	X	X		
5. Place of Birth.....	X	X		X	X			33. Credit.....	X	X	X	X	X		
6. Certificates held...	X	X		X				34. Summary of ed. courses.....	X						
7. Kind.....	X	X		X				35. Notes.....	X						
8. Date.....	X	X		X				36. In case of emerg., notify.....							
9. Issued by.....	X	X		X				37. Date on probation.	X						
10. Expires.....	X	X		X				38. Accomplishments...	X						
11. Qualified to teach.....	X	X						39. Hobbies.....	X						
12. Teaching exp. (local)	X	X		X	X	X	X	40. Articles published	X						
13. Dates.....	X	X		X	X	X		41. Date entered syst.	X						
14. School or Bldg...	X	X		X	X	X		42. Degrees.....	X			X	X	X	X
15. Days attendance...	X							43. Instructors' names	X			X			
16. Days absent.....	X	X		X				44. Travel.....	X			X			
17. Annual salary.....	X	X		X	X	X	X	45. Other ed. contrib.	X						
18. Rating.....	X					X		46. Nationality.....			X				
19. Grade or subject.	X	X		X	X	X	X	47. High school training class.....							
20. Address and phone	X	X		X	X			48. Special schools...			X				
21. Pre-techg. prep....	X	X	X	X				49. Date left.....			X				
22. Elem. school.....	X							50. Reason for leaving.....				X			
23. High school.....	X	X		X				51. Husband's name....						X	
24. Normal school....	X	X	X	X	X	X	X	52. Date first enrolled in N.Y.S.R.S.						X	
25. College or Univ....	X	X	X	X	X	X	X	53. Community service.							X
26. Major.....	X	X						54. Other pertinent data.....							X
27. Minor.....	X	X						55. Date of last study							X
28. Grade preferred..	X	X	X					56. Total years tchg.							X

TEACHER'S RECORD									
1. NAME:		DATE OF BIRTH:			TEACHER'S RETIREMENT NO. _____				
2. PERMANENT HOME ADDRESS:									
3. IN CASE OF EMERGENCY, PLEASE NOTIFY:									
4. CERTIFICATES	NO.	KIND	DATE	ISSUED BY	EXPIRES	QUALIFIED TO TEACH			
SCHOOL YEAR		EDUCATIONAL EXPERIENCE IN LOCAL SCHOOLS						PHONE NO.	
BEGINNING	ENDING	SCHOOL or BLOC.	SCHOOL RESPONSIBILITIES			No. DAYS ABSENCE	SALARY		
		7. GRADE or SUBJECTS TAUGHT		8. SCHOOL SERVICE (other than classroom teaching)					

sion courses, travel, community service other than teaching, work experience, publications, significant data not included in the questionnaire and suggestions for improvement of the school. The administration of these materials thus becomes easy.

The Teacher's Record form is filled out once only by each teacher. Thereafter, it is filed in the usual way. As suggested above, pertinent materials

can be filed in it from time to time.

The supplement is distributed at the beginning of each school year by the school secretary. She then transfers the information obtained from it onto the Teacher's Record form by following the items as numbered. After the transfer has been made, she delivers the papers to the superintendent or principal for examination. The last two items mentioned are

especially important. The superintendent may wish to use the teacher's suggestions for improvement in the school as a basis for staff meetings or individual conferences.

The back of our Teacher's Record is blank. This, we think, lends flexibility, keeps our system "open at the top" for adding new data which certainly will come as the teaching profession continues to develop.

Something Out of Nothing Much

W. EDWARD YOUNG and EVA STANFORD

Principal and Sixth Grade Teacher, Respectively, Winfield Park School
Winfield Township, New Jersey

DISCARDED or inexpensive materials are often valuable supplies for art teaching. Old jars, bottles, rags, paper, boxes and even toothbrushes are of use in the classroom. Pupils and teachers can aid in putting these items back to work.

In the utilization of these materials, the teacher will soon learn that:

Acorns can be used as models for plaster of paris pins.

Bottles filled with sand serve as a base for doorstops.

Bits of cloth are of use in making dolls and doll clothing.

Cardboard cartons make individual rooms for doll houses.

Cardboard scraps can be used for needle books and autograph albums.

Colored paper scraps serve in decorating paper masks.

Crayon stubs, when melted together into a solid mass, can be used for carving.

Cardboard spoons, when painted and dressed with bits of crêpe paper, become party favor dolls.

Felt scraps make excellent boutonniere dolls.

Spray guns are useful in splatter painting.

Kid gloves, even though well worn, can be used to make shoes and hats for rag dolls.

Milk bottle tops make satisfactory paste cups.

Milk bottle wires are useful in making paper flowers.

Tissue paper can be used for

painting window transparent scenes.

Oatmeal boxes can be changed into turrets for castles or doll cradles.

Paper bags can be transformed into masks and dolls.

Paper doilies are helpful in making valentines.

Paper drinking cups, when cut into flower shapes, make an attractive flower poster.

Peanut butter and baby food jars are of value as containers for paints.

Sponge rubber can be used in the construction of boutonniere flowers and dolls.

Stockings and socks can be made into rag dolls.

Sweet gum burrs, painted and tied with bits of colored ribbon, become boutonnieres.

AS A RESULT of the Great Depression and of the activities of the American Youth Commission and other study groups, considerable interest has been aroused in the proposition that the secondary school program should be adjusted so as to afford every high school youth the opportunity to participate in socially useful work. Schoolmen are now challenged to organize curriculums that will provide work experience as a part of high school education.

Education through work in the school will be new ground for most teachers and parents and for a large percentage of administrators. Traditional and frozen habits of thought will have to be broken. The matter of accreditation will need clarification. The whole school program will have to be conceived from a different point of view.

In the interest of reasonable appraisal by all concerned, the prac-



Guides *for a* Work Experience Program

tical aspects of the working of the program will have to be described clearly in advance to help the public to understand it and to counteract prejudice in the minds of school boards, labor leaders, academicians and children. It will not do to say merely that a work experience program is imperative or to point out what others have thought. Adequate reasons for inaugurating such a program supported by concrete evidence of its benefits will be necessary to convince the skeptical.

The development of a work education program must be predicated on sound administrative principles based on the assumption that socially useful work is a highly necessary component of schooling. Numerous writers on the subject and administrators in schools which have developed work programs have provided us with a number of principles. In the next few years, as "education at work through the school" meets with greater approval, there will be additional suggestions.

However, the following guides,

selected after a careful survey of the literature, appear to be those agreed upon as fundamental to the initiation and to development of an efficient work experience program.

If work experience is to be instituted or to persist in the curriculum, the basic objectives of the program should be agreed upon by parents, teachers and others concerned.

This principle, simple enough in its statement, is nevertheless crucial for it makes it imperative that all involved in a proposed school work program understand and agree to its purposes. When school authorities have a clear mandate from the patrons, they can devote all their energies to the development of the program. If the community regards work as a poor educational experience, then it is poor for all intents and purposes. Whatever may be the source of inspiration for a work program, whether it be the administrator, faculty study groups or pupils, nothing can be done until all parties concerned approve.

JOSEPH LEESE

Instructor in English, Horace Mann School
Teachers College, Columbia University

A clear statement of objectives should be made by the proponents of work experience in advance of general discussion.

Numerous summaries of objectives to be attained through work are available. Because of limitations of space they are omitted here. Although the list of objectives, as such, is important, the principle involved implies that those who would have work education must be prepared to defend the need and practicability of the objectives in the secondary school.

Support for a work program can be acquired or maintained when concrete evidence of the need for such program is presented and when the results of education through work can be demonstrated.

Those favoring education through work in the secondary school should summarize regularly reports and published material which show the necessity for and the outcomes of work programs in other localities. Local need should be described by studies carried on in the community. Nothing will support a contention as well as will specific reference to skills and attitudes learned or to be learned.

The work program should be an integral part of the educational program of the community, controlled by the board of education and administered through its executive officer.

When the work program is conceived as an educational enterprise to benefit a community and its youth, there should be no other agency of control than the community. Financial support from outside sources can thus be used by the school authorities within the community to develop an adequate program there. The very fact of local control will serve to eliminate the abuses which opponents to work experience cite.

When objectives have been agreed upon, the actual program should be set up by the administrator in conjunction with a local representative policy committee.

The crucial aspect of the administration of the work experience program is found in the specific items of policy, since much of the activity involved must take place outside of school environs. Thus, careful definitions respecting the out-of-school and the in-school activities of youths have to be understood and supported.

The program administrator, then, should work with a selected group of key persons, including representatives of the U.S.E.S. and of labor, several parents, a number of employers and members of community groups concerned with young people in setting out details to be approved by the board of education. Among items to be considered are hours of work, rate of pay, age limits for youth employment, variety in activity, relationship between physical work and the study of specific skills, supervision and training of youth and evaluation.

Specific points of view to govern the work program and specific administrative technics to be used in

managing the program, all subject to continuous clarification and re-statement, should be clearly stated and determined upon in advance of initiation of a program.

Too often education has been handicapped by the failure of administrators to think through in advance the job to be done and to ascertain prior to action what simple aspects of management have to be understood clearly and what guides have to be agreed upon in order to ensure success. Work programs, as well as other programs, will function clumsily if authority, responsibility and method are not contemplated in advance. The following considerations are basic.

1. Authority consonant with responsibility must be delegated to the individual in charge of the program.

2. Authority for control of the work program must be invested in an officer who will be able to correlate all aspects of an education-through-work program (in-school and out-of-school activities).

3. Adequate personnel must be provided for placement of pupils, supervision over them and evaluation of their duties as well as for the task of continuous development. The authority and the responsibilities of such persons must be carefully and explicitly defined.

4. The schedule of school activities must be worked out in the light of the philosophy which supports a wider program of education and must be flexible enough to provide for the unique arrangements likely to be made.

5. Graduation credit must be awarded for equivalent education through work and the administration must accept responsibility for clarifying matters of accreditation with institutions of advanced study.

6. The unusual problems likely to be present in such a program must be considered at the outset, such as legal questions, union relations, age requirements and payment for work.

The work experience program should be highly practical and educationally positive and should be based on sound principles.

There are certain guides by which a program can be judged. Among them are the following:

1. The program must be properly balanced as to practical and academic activities and the in-school experi-

ence must be related to the out-of-school activity in such amount as to make for profit to the pupil.

2. The activities must be varied, must call upon the use of numerous skills, must be planned, managed and evaluated by all those engaged in the program.

3. The program must be growing constantly, developing under suggestions from everyone involved.

4. It must be adjusted to the maturity and to the individual needs and goals of the pupils.

5. It must be developed under as normal conditions as possible and must not be looked upon as an innovation.

6. It must attempt to develop the whole personality through providing opportunity for psychological, social and physical development as well as for the development of specific skills.

The work experience program should be judged by special standards, should have special aspects and should provide for specific learnings which cannot be acquired as effectively or as completely elsewhere.

1. The program should provide for special training outside the school which is not available otherwise.

2. It should be based on a continuous comprehensive summary of opportunities available for varied training.

3. It should provide for general orientation to work and for special work courses related to out-of-school activity.

4. It should provide for selection of pupils for work on the basis of careful evaluations of individual capacities.

5. It should provide for close supervision by school personnel and by employers trained by the school staff in the specific educational aspects of supervision.

6. It should provide for comprehensive evaluation of experience by *all* who are involved in the activity.

7. It should provide for the keeping of complete records of work experience to be made a part of the school's cumulative record on each pupil and to be forwarded in duplicate to the U.S.E.S.

8. It should provide for the follow-up of the pupil.

9. It should provide for the part-time pupil and eventually for the out-of-school youth.

SCHOOL OPINION POLL

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About Religious Education?

THIS is Poll No. 32 in The NATION'S SCHOOLS' series and the topic of religious instruction in public schools has pulled the greatest response of any in the two and one half year period of monthly questionnaires.

Of the 500 schoolmen questioned, 220, or 44 per cent, had replied when the returns were tabulated.

Some states have passed laws and some cities have elected to release children from public school classes for an hour of religious instruction each week. The recent McCollum trial in Champaign, Ill., a court decision on which is due in December, has given the matter nationwide prominence. Moreover, a number of bills pending in Congress and in the state legislatures have to do with the centuries-old problem of state and church relationships.

To the first question on whether public schools can build character without giving religious instruction to children, 71.4 per cent of the replies are in the affirmative; 22.3 per cent are negative; 5.9 per cent are uncertain. One person did not answer.

Among those in the affirmative group is J. Wesley Crum, superintendent of public schools at Chehalis, Wash., who declares: "The basic philosophy and principles of religion or Christianity can be taught without sectarian reference. Character can be taught without teaching religion but a basic understanding of religious principles will greatly increase the effectiveness of character training. In fact, Christianity or the principles on which it is based is the very foundation of character."

"Character training and religious instruction are not synonymous," Charles E. Brown, superintendent at Dexter, N. M., comments. "The churches themselves are the ones that prevent the use of the Bible in the schools and, regardless of how the material may be taught, they claim it is sectarian in nature. What they mean is that it is not interpreted their way."

Opposing this view: "Lack of religious training has caused many of our high school problems," says Nella T. Hodgson, superintendent of schools, Dayton, Wyo., "and lack of appreciation for the better things in life."

"With home life going to pieces, no religious training in the home, the

church having children for such a short time, it falls upon the public school to teach religion," is a comment from Pennsylvania.

Regarding question No. 2 as to whether religious instruction can be given on a wholly nonsectarian basis, 49.1 per cent vote "yes"; 40.9 per cent, "no"; 9.5 per cent are "uncertain" and one did not answer.

C. E. Palmer, superintendent at Dover, Ohio, votes "yes," saying: "Religion, in the broad sense, can be taught in the public schools on a nonsectarian basis. The trouble is that 'religionists' are not content to broaden the term to include all 'faiths' in God."

"No," says J. E. Bower of Rosalie, Neb. "In spite of most careful supervision, teachers are usually intelligent enough to add their private doctrines unsuspected by the pupils."

The question arousing the greatest comment was No. 3 regarding "released time" for religious instruction. Only 33.6 per cent are in favor of "released time" for religious instruction as opposed to 58.2 per cent against it. The remainder are uncertain. This questionnaire was sent to public school administrators only.

A South Dakota schoolman writes: "We have tried the system of 'released time' in our school and it works out well. We give one period a week to all churches. They take pupils to the various churches and instruct them."

Another South Dakotan is uncertain. He writes: "Our state legally permits a release from school for religious instruction one hour per week. Few communities make use of the law, however. Whether 'released time' is successful or not in a community depends largely upon the kind of community it is and the seriousness with which the churches accept and provide for a real religious program."

"Having been superintendent in a community where 'released time' was

(Continued on Page 47.)

QUESTIONS ASKED OPINIONS EXPRESSED

1. Do you think that the public school can build character without giving religious instruction to children?
Yes 71.4%
No 22.3
Uncertain 5.9
No answer 0.4
2. Do you believe public schools can give religious instruction that is wholly nonsectarian in nature?
Yes 49.1%
No 40.9
Uncertain 9.5
No answer 0.5
3. Do you believe in "released time" for religious instruction (excused period during legal school day for teaching sectarian doctrines by someone outside the school)?
Yes 33.6%
No 58.2
Uncertain 8.2
No answer 0.0
4. Would you personally support state legislation to legalize "released time"?
Yes 32.3%
No 56.8
Uncertain 10.0
No answer 0.9
5. Whose responsibility is it to train children in religion?
Church 1.4%
Church and home 54.5
Church, home and school 44.1
No answer 0.0

A Bookman Looks at **TEACHERS' COLLEGES**

RALPH F. TYNDALL
The Macmillan Company

THE bookman, more often than not, has been a successful school man, either a teacher or an administrator or both. He gets around; he probably visits more schools, knows more school people and sees more of what actually goes on in the classroom than any other member of the education profession.

It may, therefore, be appropriate for the bookman to make some observations on what is taught in the teacher-training colleges and what goes on in their classrooms. It seems to the members of the bookmen's group that there are two areas in which the colleges ought to do a better job.

First, a better job ought to be done in teaching teachers how to use the modern textbook. Too many teachers go forth to teach armed with high-powered theories but with inadequate skills in putting them into effective practice. Teachers are told that pupils must have a chance to develop their personalities, to engage in free self-expression, that subject matter is not important, that the development of the individual child as a whole is the thing, that children must be socialized, that authority is repressive and bad, that it produces frustrations in the child.

They Must Know How to Proceed

Most of these things are admittedly true, if properly understood; but too many teachers do not understand them properly and even when they do they are not taught realistically how to proceed in the classroom so as to achieve desirable results with the children. The result, more often than not, is that the child suffers the very frustrations which the high-powered theories say he must not.

Why is it that one can search the professional literature and listen to speeches at professional meetings and

scarcely ever find mention of the fact that the modern textbook is based on the philosophies that the teachers' colleges expound, or that it contains the best in modern thought and practice or that its intelligent use will help pupils—not hinder them—in finding their powers and developing their personalities?

Why are teachers not taught how to make assignments in a modern textbook, how to use it as the basis for group discussions, projects, reports—in short, how to use it to achieve self-expression, pupil-purposed activity and the growth of wholesome personality?

Textbooks Best Tools Available

The plea of the bookman is for realism, for a recognition of the fact that, with all their faults, modern textbooks are the best tools available to the teacher. That they are infinitely better than the home-made projects which some purported leaders in education have advocated to supplant them.

However, it is said that to follow a textbook slavishly would put all children in the same mold; there would be no room for individual development. We have heard that before. We are tired of hearing it. It is not true.

No one who knows how to use a modern textbook would ever require a slavish adherence to it. The simple fact is that the modern textbook provides the best means for the teacher in a practical teaching situation to inspire the development of satisfying, unrepressed individual personalities; it is a much better means than it has been given credit for.

Let's have better education for our youngsters. Let's teach the prospective teacher how to achieve the blessings of the philosophies we preach and have an end to confusion in the classroom. Let's teach her how to use the modern textbook.

The second area in which the

bookmen feel the teachers' colleges might well reexamine themselves is in their attitude toward subject matter. In the last decade or two, there has been a school of thought which has tended to put subject matter in the educational dog-house. The group of educators, who hold to this thought, while perhaps not in the majority, has been definitely vocal. Its influence has crept into much of the teaching of the teacher-training colleges and has permeated to a considerable degree the thinking of young teachers who have gone forth to take jobs in the classrooms of America.

Subject Matter Fundamental

It is possible that these people do not actually believe that subject matter should be made a secondary matter. It is perhaps their enthusiasm for more recent educational doctrines that makes it seem as if they do not believe in subject matter. But the result has been (and it is the result that counts) that many teachers have lost sight of the values of having their children learn what they need to know in order to be effective individuals in today's world.

One of the biggest jobs of the schools is to teach subject matter. Parents want it; children need it. This is not to deny that the development of emerging personalities and the socialization of youngsters are of extreme importance; it is to state flatly that bookmen believe that the teaching of subject matter must not be made subordinate to these things. Indeed, a sloppy job of teaching subject matter is one of the surest ways of defeating the socialization-personality objective.

You cannot train youngsters to be self-reliant and to develop well-rounded personalities, to acquire social consciousness, self-confidence and social effectiveness unless, in the learning process, you include a definite program of intellectual development. This means that subject matter must have a place of primary importance.

Educators who depreciate the values of subject matter are likely to

wake up some day soon to the realization that, instead of being in the vanguard of education, they are really backward. They will be caught up with unless they realize that a substantial segment of our population, both professional and lay, is living in a realistic world which demands that youth know something of science, mathematics, history and the language arts.

A healthy respect for subject matter and a definite statement, frequently repeated, to that effect are wanted. Let's not fall into the error of thinking that we must have one or the other, subject matter or socialization. Let's demand that children have both. Even if leaders have

believed in subject matter all along, they have not said so and the effect has been to give teachers and public alike to understand that it is not considered important.

Here are two ideas, then, that the teacher-training colleges, in the opinion of the bookmen, should consider seriously:

1. Teach teachers how to use the modern textbook so as to get out of it what there is in it, namely, the best that is to be had in the way of educational tools.

2. Straighten out the attitude of teachers and public alike toward subject matter so that they will understand that it is important in the development of young Americans.

What About Religious Education?

(Continued From Page 45.)

used for four years, it has been my experience that the church leaders in the community do not realize how much time and work this program involves on their part, if it is to be successful."

"Oregon already has provided through legislation for week-day Bible School instruction during school," says a reply received from that state, "and the program works"

"We have had religious instruction in our public schools for years," says James E. Martin, superintendent of schools at Central Falls, R.I. "We take time out of the classroom to permit children to go to their respective churches regardless of race, color or creed. The time given over to religious instruction is about forty minutes. Pupils not availing themselves of this time are kept in the classroom which is supervised and, if necessary, remedial work is given. Cards with parents' signatures must be given to the principal stating that they wish their child or children to attend religious classes."

From the opposite side of the fence, R. D. Owen, superintendent at Oberon, N. D., comments: "At the present time when so many activities and extra work in academic subjects are expected of the schools, religion should be confined to the week end as is provided. What will the child do with this time if the school must teach religion?"

"We have a law legalizing 'released time,'" declares J. E. Shaw, superintendent at Boy River, Minn. "It does not work to any advantage to the

pupils except as a means of 'getting out of school' for a part of the day, once each two weeks. The religious teaching is poorly done with little, if any, control of the pupils meanwhile. Where there are three or four denominations, they each want a 'released time' period and the public school class is broken into as many times as there are denominations. This is not good for the public school class."

"Pupils are in school approximately seven hours a day," J. Millauld, superintendent at Wortham, Tex., writes, "It appears that one hour can be spared more easily from seventeen than from seven. I still believe that religious education can be taught more efficiently by the church and home. I am not in favor of putting the Bible down to the level of algebra, history and agriculture. Religion is not an academic subject. A passing grade in Religious Education in itself will never gain a pupil admission to heaven. And if you teach the plan of salvation, you are teaching denominationalism."

Replying to question No. 4, 32.3 per cent would personally support state legislation to legalize "released time"; 56.8 per cent would not; 10 per cent are uncertain and two did not answer the question.

An Oklahoman remarks: "I am ready to support any move made to give every child some religious training; 60 per cent are not getting it at home or in church."

Arthur M. Boyd of New Lothrop,

Mich., comments: "To allow 'released time' for the teaching of sectarian doctrines by someone outside the school would be a hazardous thing. As a minister now teaching, I would oppose such a thing."

In answering the fifth question, which was devoted to placing the responsibility for training children in religion, 54.5 per cent divide the responsibility between the church and the home; 44.1 hold that the responsibility belongs to church, home and school.

A reply from Oklahoma favoring responsibility in the "church and home" states: "Religious training should be voluntary and not imposed. Parents and church should be busy in the pre-school age. Permanent religious dividends are best obtained in religious environment that reaches its height in the church and home. Schools can be of great service in developing attitudes of conduct and behavior that blend into character development."

Checking "church, home and school," J. E. Bohn, superintendent at Elyria, Ohio, asserts: "All your questions are pertinent but can't be answered outright 'yes' and 'no.' Denominational and sectarian intolerance is a terrific handicap to any program of genuine religious instruction. Not all teachers can handle it either, because of prejudice and bias. Let the home and church teach the basic principles and then the school can build additional character strength on those principles. Religious instruction to be genuinely effective must be given *before* a child is 5 years old."

"Our history and literature are teamed with religion and may be taught by direct approach in church and home, but indirectly in other work and by example in school," comes a reply from Montana. "Forty-eight years of work in public and normal schools of Illinois and Montana, working at the same time in church, confirms my opinion that religion must be a part of the everyday living in communal life."

Another respondent from Montana states: "I believe it is the duty of the church and home to train children in religion. However, schools can cooperate with the church by giving 'released time.' In this way, many children can be reached who would not otherwise receive religious training. By this, I mean children whose parents do not object to their receiving the instruction but who will not themselves make the effort to send or take their children to church and Sunday School. Such instruction can never take the place of parental example and guidance in religious matters, but it may help to compensate for the shirking of responsibility in the matter of religious education by today's parents."

THE SOUTH'S NEED for Resource Education

a Challenge to Its Land-Grant Colleges

"THE South is the nation's number one economic problem." "The South has the soil, the rainfall, the climate, the water power and the mineral resources necessary to abundant life for all its people." Each of these statements is probably true. Why has the South, with its wealth of potential resources, become the nation's greatest economic problem?

Its Soil Is Depleted

The greatest heritage of the South is its soil. Some of the nation's most fertile land is still to be found in the southern region. Few areas in the world are more productive than the Mississippi Delta, the black land of Texas, the blue grass region of Kentucky and river valleys throughout the southern area. To many Southerners the fertility of these areas seemed inexhaustible but the drain of the years has been heavy and not one of these sections has retained its original capacity to produce.

Recent estimates indicate that 61 per cent of the land in the southern states has been badly damaged by erosion. This wastage of the soil is, of course, largely a result of poor agricultural practices. The one-crop system in the South, although it has contributed to the rapidity of soil depletion, cannot be charged wholly with the loss of the soil.

Great areas of the southern mountains that should have been left in forest have been cleared and farmed. With the best types of contour farming, erosion of these cutover lands might have been prevented for a period of time but contour farming was not widely practiced and the topsoil of these hillsides washed away. The South is still losing more than \$300,000,000 worth of topsoil each year through erosion. Conservation of the soil has become a necessity for southern agriculture.

No tenant or sharecropper is as interested in the care of the land he cultivates as is a landowner. More than one half of the farmers of the

South are tenants. Of the more than 1,500,000 tenant families, approximately two thirds are white and one third is Negro. Every study of farm tenancy in the South shows the low economic and social level on which sharecroppers live.

The income of people living in small towns and open country in the South is the lowest in the nation for that group. The income of people living on the farms in the South is considerably lower than that of people living in small towns. Consequently, the purchasing power of southern people as a whole is exceptionally low. The income of the average sharecropper in the South will hardly provide the necessities.

The National Emergency Council summed up the South's economic problem in these words: "The paradox of the South is that while it is blessed by nature with immense wealth, its people as a whole are the poorest in the country. Lacking industries of its own, the South has been forced to trade the richness of its soil, its minerals, its forests and the labor of its people for goods manufactured elsewhere."

Diversified Industry a Great Need

Diversified industry is one of the great needs of the South. With only about 30 per cent of the nation's crop average, it has more than 50 per cent of the agricultural workers of the nation. This surplus of agricultural labor, together with the depleted condition of the soil, can have only one result—poverty.

It is reasonable to assume that industry could have been developed to a higher degree in the South but for the fact that the federal government has fixed railroad rates greatly to the disadvantage of that part of the country. Is it any wonder that industries in the East manufacture approximately 70 per cent of the value of all manufactured goods in the nation? New England has many farms with poor soil and many abandoned farm homes. But the

WILLIAM S. TAYLOR

Dean of the College of Education
University of Kentucky

worker leaving the farm has usually found more remunerative employment in industry. The farm workers in the South, however, when they want to improve their economic status, must go north to an industrial center. Each year sees large numbers of both races moving north.

Why does the South find itself so impoverished? Has our educational system been at fault? Or was the leadership in the South so depleted as a result of the Civil War that it has never recovered? It is true that the South lost a large number of its ablest men in that war, that farm buildings throughout the region were destroyed, that livestock was greatly depleted, that the manufacturing system which had been built up was almost completely wiped out and that railroads and railroad equipment were left in a state of disorder.

The North suffered no such shock as was felt by the South. Furthermore, the South had a double burden of taxation after the war; it was taxed to help support a system of pensions for those who had fought in the Union forces and, if the men who had fought for the Confederacy were to receive any pensions, these had to come from the southern states.

Dual System of Schools a Handicap

Another difficult financial problem for the South has been the maintenance of a dual system of schools. The result of this system has been increased expense and, in general, a less effective program than would be possible otherwise. The schools for the white children have always received more money than the schools for the Negroes. As a rule, the terms have been longer, the teachers have been better prepared, the buildings and equipment have been more satisfactory, the libraries have been more adequate and the general learning

situation has been superior in every way to the opportunities provided for Negro children.

Public education in the rural South has concerned itself almost exclusively with the teaching of the fundamentals. Until recent years little thought was given to a program of education that would affect directly living conditions in the section.

In many parts of the South today, however, education is shifting emphasis. The programs of the schools are becoming closely identified with community problems and resources. The children are learning things that contribute to better physical and mental health, they are practicing conservation in the schools and at home, they are studying local government, they are using the services of governmental agencies and they are trying to identify and help solve their own economic problems.

What effect have the land-grant colleges had upon the economy of the South? The South is still losing its soil, is becoming each year less able to support its population, in spite of the fact that each state in the southern area has a land-grant college that is supposed to devote its entire program to the improvement of living conditions.

Why So Little Effect?

These institutions were authorized more than eighty years ago; many of them have been in existence almost that long. They are dedicated to a program of education that will make possible more effective farm practices and a better rural economy throughout the South. Why have these institutions influenced to so small a degree conservation of the soil, the forests and the other resources of the South? Have they neglected their responsibilities?

The land-grant colleges in the South have carried on extensive research which, if it had been put into practice, would have revolutionized southern agriculture and southern forestry. But the research reports produced by these institutions have been written in language too difficult for the average adult in the South to read and understand. The reading level of the average Negro sharecropper in the South is probably not above fourth grade and that of one half of the white sharecroppers is about as low. Moreover, few of these publications are available to all

the people who should have them. The results of research, however carefully presented, cannot be effective unless they are placed in the hands of those who should put them into practice.

Even if all the graduates of all the land-grant colleges had gone into farming they could not have changed southern economy greatly. There were not enough of them. Actually, but few of these graduates have become farmers.

It became clear to leaders in the colleges that the only means they had of influencing farm practices to any considerable degree was through a program of adult education. The Smith-Lever Act of thirty years ago made possible an extensive program intended to teach good agricultural practices to the farmers of the nation. In the South, however, because of the large tenant farmer population and the low level of education, progress in this program has been slow.

Until the educational system of the South is vastly improved, little betterment can be expected in the farm practices of most tenant and sharecropper families or even of many landowners. The average man on the farm must be made to feel that when he allows his soil to be washed away or to become impoverished by poor farming practices, he is robbing not only his own family but future generations of a chance to be well fed, well clothed and well housed.

What are the functions of the land-grant colleges in the South today?

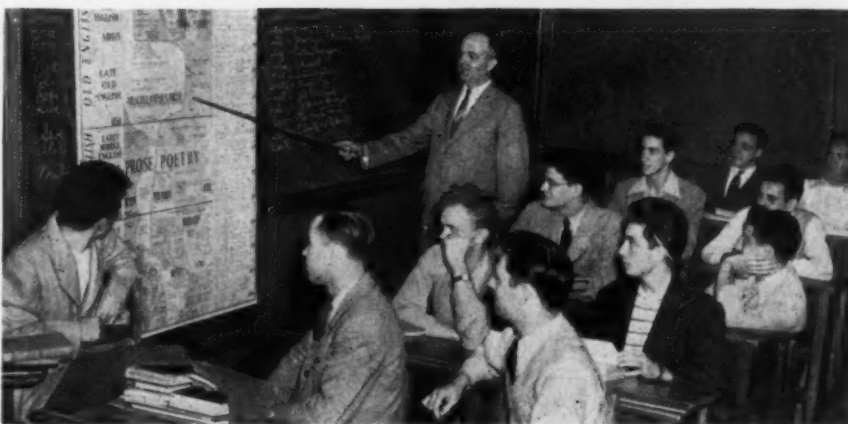
1. The land-grant college has an obligation to develop leadership in the fields of agriculture, government, education, commerce and industry—unselfish leadership always concerned with the welfare of the state.

2. It must work with the state to develop a program of education that will give every child an opportunity to acquire the basic skills and the habits of life necessary to his economic welfare.

3. The land-grant college must help to develop in all the people of the South a desire to use resources wisely and to rebuild the South's great heritage.

The wealth of the South can be rebuilt. The Tennessee Valley Authority has demonstrated what can happen in a short period of time when the economic and social problems of an area are attacked on a major scale. The land-grant colleges of the South, working in cooperation with the public schools, have a definite responsibility to provide the kinds of education that will restore the fertility of the soil, protect and preserve forests, beautify highways and homes, improve the appearance of schools, protect wild life, keep rivers free from pollution and clean up cities and small towns. Any problem that concerns the well-being of the people in a state is a concern of the land-grant college.

Special Classroom for Vets



Acme

To serve veterans who want to finish high school, Central High School at Trenton, N. J., has set up a special classroom to accommodate 15 men, representing all branches of service. Their

ages range from 19 to 29. While some subjects are studied in other classrooms, the men seem to feel more at ease in their own room. Angell Mathewson is their homeroom teacher.

Religious liberty should enable schools to give children a chance to accept or reject religious teachings as they prefer

Keep the School Door Open to RELIGION

WHEN a new convict reaches prison, he is always met by a state-paid minister, priest or rabbi who tries to help him reform and become a good person and a good citizen. Many children get all needed help along these lines from home and church. Others have incompetent or neglectful parents. Churches cannot reach these children. What state-paid agency helps them to start right? Is not prevention of crime cheaper and surer than cure?

Notable Increase in Crime

In his 1934 report to Columbia University, President Nicholas Murray Butler said our public schools are controlled by the pagan element in our society. More than ten years earlier, the American Bar Association reported that crime had so increased that in major crimes we had become the most lawless of civilized nations and that conditions had been growing worse "since 1890" (note date).

Government reports show that prison commitments grew from one in every 1540 persons in 1904 to one in every 801 on Jan. 1, 1942, an increase of over 81 per cent in thirty-seven years. Official church statistics show that sixty years ago the churches were gaining rapidly on the population, that the stride gradually slowed down until in 1930 the two moved forward side by side, that then the church statistician hiked his figure 10,000,000 in a single year and thought he had saved the churches.

Cincinnati shut the Bible out of her schools in 1869, thus lighting the flame that soon burned to death the character-building function of our public education. Formerly, education had had a dual job of character

W. S. FLEMING
Retired Methodist Minister and
Author of "God in Our Public Schools"

building and mind training. By common consent or school board rule, not force of law, the Bible was used daily and textbooks contained many Bible passages and moral truths. When the storm cleared, the Bible was largely gone from American schools. Education was secularized. God was shut out. Since then "we have taught our children all about life except how to live it."

Now you have the secret of the growth of crime and the increasingly harder struggle of the churches.

Two months after the shame of Cincinnati, at a protest mass meeting in Chicago, Charles H. Fowler, later Methodist bishop, said in a public address: "To remove the Bible from our schools will alienate many friends. Thus our system will totter to its fall and beneath its ruins you will find the fragments of the republic and on its ruins will be planted the thrones of despotism or of anarchy." Was that a warning voice from heaven? Or was it only a brainstorm?

Prophecy of 1892

Twenty-two years later in 1892, Charles F. Paulus, Ohio Methodist college professor, published his great book on ethics, "The Christian Life." He bemoaned "the increasing number of juvenile criminals" [so soon] and added: "The worst is yet to be unless this wound of our public education is healed." Here is both a witness and a prophet. Who can deny his testimony?

In 1916, Edgar Blake, Methodist bishop in 1920, addressing the Inter-

national Sunday School Convention, said: "What is the outcome of the secularization of the public schools? We have taught our people how to master the forces of nature but not how to control themselves. As a nation, we have lost our respect for religion, our reverence for the Sabbath, our regard for law and our enthusiasm for the higher moralities." Here is evidence pure and simple touching both the growth of crime and the lag of religion. Who can deny either?

Schools Must Teach Religion

E. Stanley Jones, perhaps one of our most traveled Methodists and most widely read and keenest religious thinkers, in his latest book tells why the churches could not, and the public schools must, give religious education. He says: "Public education was too big for the church. The church was so bound up with dogmatism, narrowness and the closed mind that it was not fit to Christianize education. . . . We have a moral breakdown. . . . The inculcation of religion and morals must be through the schools . . . to accomplish the most important task in American life . . . giving youth a faith to live by and a cause to live for."

The job of the state is not to help the churches but to build good citizens.

The task is not for the home and the church only but for all who have to do with child training—the home, the church, the school. Little can be done when homes are unsuitable. Churches do their best but cannot reach children of neglectful parents. Only the state can do that and must do it to give them a fair start and to save herself at the same time.

Instead of religious liberty excluding religion from the school if a patron objects, it enables all schools to give every child a chance to accept or reject religious teaching as each prefers. That is religious liberty, and that only. Roger Williams' famous parable meant just that. *His ship had prayers*, with voluntary attendance, and that has always been the rule in our laws and courts.

Separation of church and state does not secularize a state and forbid religion in her schools, as opponents assert but never defend. In law a state is a moral person with full right of choice and our United States Supreme Court has twice called this nation Christian, thus suggesting the right road.

Washington, Utah and Arizona forbid religion in their schools. The highest courts in 18 states have faced the question of religion in the schools; two have said "No" and 16 have held the school door open. Twelve states now by law require religion daily in all schools, eight others forbid exclusion (universally used once, far gone today), nine supreme courts give it the green light with none opposing and the others, with no law controlling, have little religious teaching.

Backing of Law Needed

This divergence among the states shows dense ignorance of both the right to teach and the need for religion in the schools. Again, much as teachers would like to restore religion and morals to education, they are teachers and not warriors and will not act unless defended by mandatory law.

Many wish teachers would use the Bible but fear a law would force religion. After Horace Mann's day, when Massachusetts again faced trouble, she passed a law in 1855 requiring religion daily in all schools and that law is obeyed today. Instead of force, such law defends desirable teachers, exposes the unfit, puts responsibility upon the state where it belongs, assures religious liberty for all, favors some character-building in school and does much to reduce crime. Had Ohio passed such a law after Cincinnati's blunder, her crime would be far less today, but the old mistake still stands.

From 1913 to 1930, 11 states joined Massachusetts in requiring daily

Bible reading in all schools. Such laws do much good, but we need more than Bible reading to make us once again a law-abiding nation.

Eminent teachers are much troubled, as two recent events indicate. Seventy men debated at the Princeton Conference in May 1944 for three days and could agree only to appoint a committee to keep trying. A recent 10,000 word review of a dozen books on the subject by one reviewer bore the dubious title "Which Way Education?" Why hamstring high-grade teachers? It would be far wiser to give them adequate legal support and turn them loose.

Recent translations into modern English of all Scriptures involved have done much to remove differences and open the door to a single version for schools, which may be a happy solution of the problem.

For a century eminent men of vision in all lines have given solemn warning of the danger of secularized education. I quote only two striking examples: On Sept. 1, 1940, *Our Sunday Visitor*, a large Catholic weekly, covered the front page with an article headed "The Empty Throne," which had a subtitle, "An Appeal for Cooperation to Meet America's Greatest Need." Then followed a picture of a large vacant

chair with the legend "Divine Throne," followed by an article by the Rev. John A. O'Brien of Notre Dame University which began: "To restore God to His place of honor in all the classrooms of the land constitutes the greatest need in American life today."

On Feb. 21, 1943, speaking over a national radio hookup under the auspices of the National Council of Catholic Men, the Rt. Rev. Msgr. F. J. Sheen of the Catholic University of America said: "The state will build chapels for men when they get into the penitentiary. How about building schools to prevent them from getting into the penitentiary?"

We clerics are the chief sinners. We are so zealous for our own faith that we kill all faith. We crowd our prisons and empty our churches. We have prayer in political conventions, legislative halls, the Army, prisons and asylums, yet we ignore God in the one place where He is needed. Failing there, we kill religion everywhere. Are we fools?

It is high time that we bury our little differences and join hands in restoring character-building to our schools with God in the seat of honor. For us it is either that or the graveyard of nations that forget God.

Costa Rican Educator Visits Rural Schools

THE Minister of Education in Costa Rica, Dr. Herman Zamora Elizondo, is a guest in the United States of the Inter-American Educational Foundation for a month's visit to rural schools and teachers' colleges.

Doctor Zamora will study agricultural teaching and methods on the primary and secondary level since Costa Rica, with its prevalence of agricultural economy, is especially concerned with the development of an efficient and practical rural education program which will serve to encourage production and train students in modern farming practices.

A teachers' college, or normal school, is now functioning in Heredia

and it is hoped that another such institution can be established soon for preparing rural teachers. Vocational education is still experimental.

The visiting educator believes that the work for peace must be done largely through the medium of schools. He favors cultural interchange as an important adjunct of education. Such interchange is now possible with his country through a cooperative educational agreement signed by the government and the Inter-American Educational Foundation, providing for the exchange of educators for the introduction of vocational, health education and English instruction in Costa Rican schools.

Legislative Roundup for 1945

CURRENT school legislation covers a wide range of subjects. Sometimes one finds unique laws, peculiar to the problems and needs of a particular state. In other instances, similar problems bob up in various parts of the country and receive legislative consideration in different ways.

School Surveys. At least 14 states exhibited a strong enough self-critical attitude toward their own educational systems to authorize surveys of those systems in some form or other. Idaho, for example, created a five member commission to make a "complete study" of the entire system of public education from common school to higher education.

Among the items to be surveyed were: the purposes of the use of funds, adaptation of the schools to the needs of the people, the state's ability to maintain the present system, desirable changes, means of stabilizing support to all units, centralization of school districts and reorganizations of instruction. The commission was authorized to establish its written rules and keep written public records.¹

Maryland authorized its governor to appoint a nine member commission on higher education to study the field and determine the requirements of higher education, the expenditure of funds and the results obtained and the extent of subsidy to nonresident pupils. The commission was directed "to formulate a general plan or program to be followed by the state in meeting its obligations in the field of higher education." The commission was also required to state the relations between the state and the institutions and the scope of operation of such institutions.²

West Virginia created an interim legislative commission to study the educational system, including high schools, and particularly to devote it-

HARRY N. ROSENFELD

Assistant to the Administrator
Federal Security Agency

self to finances and duplications, the creation of incentives for greater local financing and administration, the election of board members and efficiency of operations. The governor was also authorized to appoint an advisory committee of not over 15.³

Florida authorized and requested the Florida Citizens' Committee on Education to survey the future for higher education and the state's obligations in post-high school education. Particular attention was to be directed to state junior colleges, vocational training schools, coeducation in higher educational institutions, state medical and dental schools and the location and scope of professional and vocational schools. The criteria set for the committee were the principles of efficiency, economy and coordination.⁴

In Illinois and Connecticut

Illinois created a 15 member commission to study taxation, state aid and district reorganization.⁵ Connecticut established a five member legislative committee, with power to appoint subcommittees, "in order that there may be equal and adequate educational opportunities and curriculums" throughout the state. The committee was directed to study financial and physical problems, particularly of the small communities, and was directed to recommend legislation concerning primary and secondary schools.⁶

The wide variety of subjects which such committees were directed to study is evidence of the constant desire for self-improvement. Tennessee authorized its state commissioner to

make an extensive survey of public education and make recommendations for increasing efficiency and for equalizing benefits in the state.

The legislature gave the following advice to the commissioner: "It is suggested that the state be given every opportunity to adapt its financial program to the recommendations as submitted over a convenient period of years."⁷

New Jersey created a 10 member commission, composed of legislators and representatives of educational associations, to study the equalization of opportunity and the costs of financing education.⁸

Washington authorized its governor to conduct a survey of public and higher education, through personnel to be recommended by the U. S. Office of Education, "for the determination of a correlation of the future needs, improvements and betterment of educational facilities and methods."⁹

Survey questions were also raised in New Hampshire,¹⁰ New York¹¹ and South Carolina.¹² Wisconsin created a committee to study the clarification and consolidation of the 13 retirement systems in the state.¹³

The federal congress also authorized surveys of Howard University and the Columbia Institution for the Deaf (which includes Gallaudet College), both of which receive federal appropriations.¹⁴

Local Surveys. Two states decentralized their survey procedures by operating through county school boards. Iowa required each county board to institute detailed studies and surveys for the purpose of promoting centralization. The scope of such studies was to include the adequacy

⁷Tenn., Ch. 121.

⁸N. J., Ch. J-R. 12.

⁹Wash., Ch. 153.

¹⁰N. H., H.J.R. 39.

¹¹N. Y., As. Res. 166.

¹²S. C., Gov. Act, No. 143.

¹³Wis., S.J.R. 46.

¹⁴P.L. 124, 79th Congress.

¹Idaho, Ch. 191.

²Md., Ch. 716.

³W. Va., S.C.R. 6.

⁴Fla., S.C.R. 3.

⁵Ill., H.B. 665.

⁶Conn., S.R. 60.

of the program, A.D.A., valuations, plants, natural community areas, economic factors and transportation. Public hearings were also required and, after approval of the reorganization plans by the county boards, they were to be submitted for approval at a school election.¹⁵

Illinois set up a somewhat similar arrangement, requiring counties to create nine member school survey committees in each county in which the majority of school board members, after public meetings called by the county superintendent, desired such committees. Here, too, the major purpose of the committees was district reorganization. The committee reports were to be submitted to public hearings before becoming final reports.

The Illinois law also created a state advisory commission on school reorganization of nine members, appointed by the state superintendent, to assist the superintendent in preparing a manual to guide the county committees in their work and to assist the state superintendent in formulating the aims, goals and procedures of public school reorganization.¹⁶

Vocational Education. A number of states felt the need of dealing with the mushrooming growth of private trade and vocational schools. Pennsylvania enacted a law forbidding the operation of private trade schools or classes (other than those providing training in homemaking) without a license being obtained from the state board for vocational education.

Regulations for Licensees

Applicants for licenses must show the control and ownership of the school, the equipment available, the maximum enrollment, qualifications of instructors, financial resources, willingness to provide bond to protect the contract rights of pupils and information to show the adequacy of instruction. Licensees must permit board inspection and submit reports, must keep their advertising free from misrepresentation, follow the board's rules on advertising and maintain safe and sanitary conditions. Licenses are revocable on cause after hearing.¹⁷

Maryland enacted a similar law

¹⁵Iowa, S.B. 330.

¹⁶Ill., H.B. 406.

¹⁷Pa., Act No. 165.

which was not, however, applicable to business, dancing, music, pure and fine art, or drama schools or to schools for the physically handicapped.¹⁸ Michigan extended its licensing of private trade schools to include "institutes."¹⁹ And Oregon authorized its state superintendent to cancel the bonds in the event of the cessation of business by such private schools.²⁰

Wisconsin authorized its state board to receive federal funds under various federal acts providing educational benefits to veterans.²¹ Minnesota eliminated a previous limitation on reimbursement, from federal and state funds to school districts, to three fourths of expenses for salary and travel.²²

Florida Provides Funds

Florida provided an appropriation of \$12,500 a year to the Dade County school board for the purpose of furnishing and equipping rooms in a Miami vocational school for a hotel and restaurant vocational training program. The funds are to be made available only if the facilities are available to all Floridians. (Apparently this appropriation is a sort of matching program for the county board's \$100,000 allocation to operate this program. Hotels, associations, chambers of commerce and others agreed to furnish a limited number of rooms in the school.)²³

Indiana created separate taxing districts for building technical-vocational high schools in cities of between 65,000 and 85,000 population. The management, control and operation of such districts and the erection of the schools are to be vested in the school trustees of the cities involved. Indebtedness incurred for this purpose was to be the obligation of these districts as separate taxing districts, to be paid and retired out of a separate tax. The law authorizes the issuance of bonds to meet the requirements of any federal grants.²⁴

Surplus Property. The availability of surplus federal property suitable for educational use has been a matter of considerable interest throughout the country. Michigan authorized

acceptance or purchase of such war surpluses.²⁵ The waiving of statutory requirements for advertising, bidding and so on, as is the customary manner of governmental purchasing, was provided for in legislation in Delaware,²⁶ Indiana,²⁷ Ohio,²⁸ Pennsylvania²⁹ and Wisconsin.³⁰

Some states set up special state authorities to deal with the acquisition of federal surplus property on a statewide basis. Iowa, for example, created a state war surplus commodities board of nine public officials, including a member of the state board of education and a member of the state department of public instruction.

The board's duties include the collection of data, entering contracts with the federal government to purchase surpluses for the state or for political subdivisions including school districts, selling such materials to school districts and storing and distributing surpluses given to the state by the federal government. The act creates a \$500,000 revolving fund for the board's operation.³¹

Surplus Property Board in Kansas

Kansas created a surplus property board to consist of the members of the state board of administration and the state business manager and empowered the board to act as agent, on request, to submit bids for materials. School districts were authorized to contract directly for federal surpluses, without bids, without delivery before payment and without adherence to other restrictive provisions. School districts were also authorized to designate employees or board members to bid in their behalf and make payments on bids, to issue special no-fund warrants and to make purchases, not to exceed certain percentage of valuation.³²

Although California set up a surplus war property advisory board of nine state officials, including the director of education, it requires all state departments to buy federal surpluses through the state director of finance; the act is inapplicable to the regents of the University of California.³³

²⁵Mich., P.A. 65.

²⁶Del., S.B. 206.

²⁷Ind., Ch. 99.

²⁸Ohio, H.B. 102.

²⁹Pa., Act 99.

³⁰Wis., Ch. 108.

³¹Iowa, H.B. 444.

³²Kan., S.B. 311.

³³Calif., Ch. 992.

¹⁸Md., Ch. 1043.

¹⁹Mich., P.A. No. 181.

²⁰Ore., S.B. 131.

²¹Wis., Ch. 381.

²²Minn., Ch. 374.

²³Fla., H.B. 940.

²⁴Ind., Ch. 138.

AUDIO-VISUAL AIDS

Multisensory Aids in Music

WHAT visual aids are available and particularly useful in a general music education program? Sound films, slides, film strips, opaque projectors, dioramas, charts, pictures, books, periodicals, pamphlets and instruments provide ever-growing sources of visual material. Nor are field trips to museums, concerts and radio stations to be overlooked as sources of learning.

We are primarily concerned here with audio-visual aids for use in the traditional school setup, where subjects are departmentalized and little correlation of subjects is attempted. Most public schools still operate on this basis. Our concern is with the class in general music that meets once or twice a week in schools where music is considered a minor subject and is offered frequently on the junior high school level.

Singing and Music Emphasized

In some school systems, both rural and urban, secondary school pupils have had no previous music instruction worthy of the name. In our imaginary setup, singing and music appreciation are emphasized. The latter includes a study of the modern orchestra and a representative selection of good music, contemporary as well as time-sanctioned.

Films, slides and printed and illustrated materials are the most desirable visual aids in such a teaching situation. It is imperative, however, to remember that as many aids as are pertinent and available should be brought to bear on a teaching unit; also that some which may be excellent for use in certain schools are not practicable in the traditional school. Certain aids must be ruled out as impracticable in the setup we have pictured.

Construction work on dioramas and pupil-made instruments can hardly be defended since it would take too much time away from the study of music and music making. Yet, such work can be effective in a school where the project or activity method is being used. Choice of ma-

terials in the present situation is bounded by the limitations imposed by the traditional type of school.

Field trips to museums must also be ruled out. Under proper conditions they can contribute immeasurably to an understanding of the place of music in a specific culture. The development of musical instruments can be studied in many museums and problems under consideration by the group can be illuminated by first-hand contact. Obviously, however, the opportunity for field trips is limited; it is nonexistent in most rural areas and in many urban communities. This is also true of attendance at concerts.

Radio programs devoted to musical education have made a lasting contribution to the musical intelligence of our pupils. But what is the alert teacher to do, who is aware of the excellence of programs, such as the C.B.S. School of the Air, when his classes are not scheduled to meet at the time the programs are broadcast? Or, if one class is able to hear the broadcast, what of other sections that are not?

Transcriptions of these educational programs, were they available, would provide a solution to this problem. The teacher would then have these excellent audio-lessons available to use whenever and as often as he chose. Until transcriptions are available, these problems are real for teachers who seek to take advantage of all educational resources. Information as to radio programs devoted to music education can be obtained from various broadcasting systems.

Sources for Material

American Broadcasting Company, Radio City, N. Y. C. 20.
Columbia Broadcasting System, 485 Madison Ave., N. Y. C. 22, for School of the Air Teachers' Manual.
Federal Radio Education Comm., U. S. Office of Education, Washington 25, D. C., for a monthly list of radio programs.
Mutual Broadcasting Co., 1440 Broadway, N. Y. C. 18.

SYDNEY WECHSLER

Music Instructor, Forest Park School
Springfield, Mass.

National Broadcasting Company, R.C.A. Building, N. Y. C. 20, for bulletin, "This Is the National Broadcasting Company," and teachers' manuals.

Alive supervisors and teachers of music have long made use of charts, pictures, books, periodicals and pamphlets. Charts in the classroom are as valuable for the study of instruments as they are in the rehearsal room for seating plans, formations and individual playing position, posture and fingering.

Charts also provide a visual continuity in studying the historical development of music. Chronological charts are available and useful in music history and appreciation classes. There are several sources for obtaining free and inexpensive charts and pamphlet material.

Sources for Material

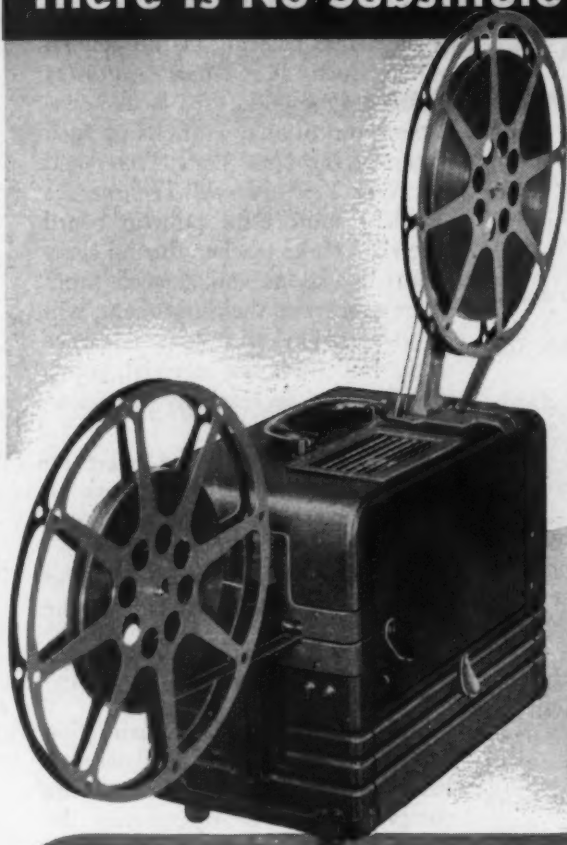
All leading music publishers can supply such material.
Buescher Band Instrument Co., Elkhart, Ind.
C. G. Conn, Ltd., Elkhart, Ind.
Carl Fischer Musical Instrument Co., Cooper Square, N. Y. C.
Fred Gretsch Mfg. Co., 60 Broadway, Brooklyn, N. Y.
Martin Band Instrument Co., Elkhart, Ind.
Pan-American Band Instrument Co., Elkhart, Ind.
R.C.A. Manufacturing Co., Inc., Educational Dept., Victor Division, Camden, N. J.
H. N. White Co., 5225 Superior Ave., Cleveland, Ohio.
H. W. Wilson Co., 950 University Avenue, N. Y. C., issues the "Vertical File Service Catalog" which lists pamphlet, chart and picture material.
York Band Instrument Co., 1600 S. Division Ave., Grand Rapids, Mich.

Pictures should be a welcome addition to the barren walls of any music room. Unfortunately, the music teacher is likely to use only pictures that have a musical subject. Natu-

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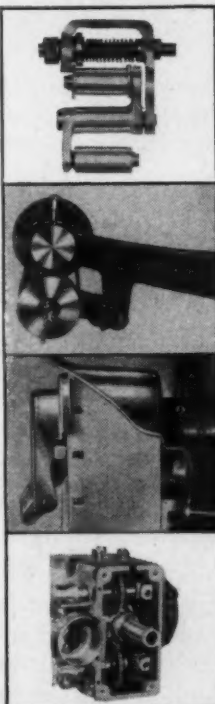
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rally, pictures of composers and their environment, of orchestras, performers and instruments have a direct bearing upon music, but many other pictures, which seem to be confined to the art department for display, have a valid place in the music room, too, on walls or bulletin board. In daily life the arts are often integrated, as for example, in musical comedy and opera performances and in the movies which contain elements common to all fine arts—rhythm, harmony, line, form, color and so on. These elements in music should be related to their prototypes in painting, architecture, literature and the dance.

This correlation can be carried out by means of pictures. Picture material for display or projection is available through the service departments of art museums and public lending libraries which maintain picture lending collections or through commercial sources. Most of the commercial sources listed below have pictures of composers and of various musical subjects.

Sources for Material

Picture division of museums and public libraries.

American Society of Composers, Authors and Publishers, 30 Rockefeller Plaza, N. Y. C.

Public school music departments can obtain portraits of famous composers free of charge from this source.

Beckley-Cardy Co., 1632 Indiana Ave., Chicago.

Stanley Bowmar Co., 38 Lovett St., Beverly, Mass.

C. G. Conn, Ltd., Elkhart, Ind.

Hall and McCreary Co., 1712 Chestnut St., Philadelphia.

U. S. Government Printing Office, Bulletin 136.

Frances Densmore's "Handbook of the Collection of Musical Instruments in the U. S. National Museum."

University Society, Inc., 468 Fourth Ave., N. Y. C.

L. B. Pitts' "Music Integration in the Junior H. S.," see appendixes.

Books need hardly be mentioned as important teaching aids. Yet school libraries containing books on music rarely boast of material which is attractive as to format, contents and literary style for school age pupils. Several publishing companies, which have put out interesting material, are listed here.

Sources for Material

Most of the better known publishing firms have excellent books on music.

John W. Barnes Co., 105 Fifth Ave., N. Y. C.

Cooperative Recreation Service, Delaware, Ohio.

Thos. Y. Crowell Co., 432 Fourth Ave., N. Y. C.

Carl Fischer, 56 Cooper Square, N. Y. C., agents for Oxford publications.

Henry Holt and Co., 257 Fourth Ave., N. Y. C.

Julian Messner, Inc., 8 W. 40th St., N. Y. C.

Pan-American Union, Music Division, Washington, D. C., lists Latin-American songs.

National Recreation Association, 315 Fourth Ave., N. Y. C.

Howell Soskin and Company, 17 East 45th St., N. Y. C.

University Publishing Co., 239 Fourth Ave., N. Y. C.

John C. Winston Co., 150 Fifth Ave., N. Y. C.

Attention should be drawn to pamphlets and periodicals, overlooked frequently because they are associated with books. All types of printed material should be available in the classroom and library. Various sources previously indicated, under various headings, can be contacted for pamphlets. And several periodicals are available that are suitable for pupil reading; some are listed below.

Sources for Material

The Etude Music Magazine, published by Theo. Presser, Philadelphia.

Musical Courier, 119 W. 57th St., N. Y. C.

Music Publishers' Journal, 1270 Sixth Ave., N. Y. C.

Juvenile Musician, 45 Astor Place, N. Y. C.

Down Beat, a popular music journal, 1270 Sixth Ave., N. Y. C.

The bulletin board, alive with pictures and articles of current interest on music, can be considered an index of the teacher's interest in the subject. But pupil interest in bulletin board material must be cultivated. In the beginning, therefore, it is good practice to post material that has no bearing on music but is of general interest. The music material is likely to be glanced at, especially if it is not all "long hair" stuff.

Gradually, as interest is strengthened, more pertinent material can be

placed on the board. Then pupils can be encouraged to bring in material which they are anxious to see displayed.

Magazines catering to the general public, such as *Colliers*, *Saturday Evening Post* and *Life*; local newspapers; the Sunday editions of such papers as the *New York Times* and the *New York Herald Tribune* are excellent sources for bulletin board material. If the teacher, during classroom discussions and at such times as are relative to the assignment, will direct questions that have reference to the bulletin board material, pupils will become increasingly conscious of it.

Sound films and slides make an invaluable contribution to work in the music classroom in the traditional school. Along with printed and pictorial material, they are the most desirable visual aids available to the music teacher.

Will Provoke Discussion

This form of visual instruction brings the world to the classroom. Films are available wherein specific compositions are interpreted by dances, scenes or abstract forms. Such films properly directed will provoke discussion that is likely to enlist the participation of the most apathetic pupil. And they can be used profitably in the traditional, as well as activity-directed, classroom. Biographical slides and films can motivate listening and reading or they can be used to enrich classwork.

In the field of opera, individual films are now available that show condensed versions of operas. Previously, film literature was limited to orchestral performances of some few operatic compositions. Also, in the form of a film, the symphony orchestra can be brought into the classroom and its component parts studied.

For such work, slides, too, are helpful and educational, particularly for boys and girls living in rural areas who are unable to go to concerts.

The films and slides in the following list have been classified under five headings: instrumental music, vocal music, music and related arts, social and environmental, and miscellaneous. The teacher, however, must not depend upon this classification alone to judge suitability for a particular teaching situation. Teachers owe it to themselves and to their

Classes can be:

X B. Dull routine

✓ 2 A stirring adventure

Help to make them the latter—both for pupils and for teachers—through the use of audio-education.

By the use of carefully prepared programs over the school's Sound System the bare bones of almost any course can be clothed with vivid, pulsing life, thus giving to each of these class periods the illusion of being a part of the very event, itself.

Audio-education lets good teachers do an even

better job. That's the real basis for today's great interest in every advance in the art of audio-education in our schools.

Stromberg-Carlson sound equipment, embracing many wartime advances, is now available to facilitate even farther both the teaching and the learning processes. And remember, in Sound Systems as in radio...

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classes to preview all material that is to be shown. Hence, although the list of films and slides is comprehensive, the final choice of material is definitely the responsibility of the teachers and their suitability for different situations and age levels cannot be accurately gauged from the general headings under which respective films are classified.

General Information on Films

Films listed have been taken from various commercial catalogs: the catalog of Teaching Film Custodians, 25 W. 43d St., N. Y. C.; "1000 and One," published annually by Educational Screen, 64 E. Lake St., Chicago; H. W. Wilson Co.'s annual "Educational Film Index."

The last two sources have suggested the descriptions included under the titles of the films. Wherever possible, information pertaining to time or number of reels has been indicated. The Wilson Company's index lists rental sources. The most reasonable of these, usually state-maintained university libraries, are given here. Complete addresses of firms are shown with the first appearance of the firm's name; thereafter, only the firm name is given.

Abbreviations

R—reel; el—elementary school level; sh—high school level; jr—junior high school level; c—college level; Univ—University; min.—minutes.

INSTRUMENTAL MUSIC

Symphonic Performances

Aida—9 min. jr-adult; Commonwealth Pictures Corp., 729 Seventh Ave., N.Y.C.
 "Triumphal March" is played; mixed chorus sings with orchestra. Instrumental sections, as they are featured, as well as entire orchestral body, are shown.
Blue Danube Waltz—1 R; Films, Inc., 330 W. 42nd St., N.Y.C.
Overture to Rosamunde—9 min. jr-adult, rental: \$1.50; Bell and Howell Co., 1801 Larchmont Ave., Chicago.
 Camera shots feature orchestral sections and entire orchestra.
Overture: 1812, by Tchaikovsky—10 min., rental: \$1; Institutional Cinema, 1560 Broadway, N.Y.C.
 Depicts Napoleon's advance, attack on Moscow and thanksgiving set to music.
Pilgrims' Chorus From Tannhäuser—12 min. jr-adult; Films, Inc., N.Y.C.
 Chorus and orchestra render selections from Wagner's opera in this Paramount production.
Symphony Orchestra—10 min. jr-e, rental: available at state universities.
 Features "Ride of Valkyries." "Prelude to Act 3 of Lohengrin." Work of conductor is emphasized, also orchestral set-up.
Symphony Series—10 min. jr-e, rental: \$1.50; Gutlohn Films, Inc., 100 W. Monroe St., Chicago, or N.Y.C. office.
 "Second Hungarian Rhapsody"; "Freischütz Overture"; "Carnaval Romain"; "Flying Dutchman Overture"; played by Paris Conservatory Symphony Orchestra.
Three Waltzes—5 R; Hoffberg Productions, Inc., 630 Ninth Ave., N.Y.C.
 Features Strauss' music.

Wizard's Apprentice—1 R; Nu-Art Films, 145 W. 45th St., N.Y.C.
 Film story set to music of Dukas' "Sorcerer's Apprentice."
Zampa—1 R; Bell and Howell Co., Chicago.
 Romantic story accompanied by Hérold's music of same name.

Instruments of Orchestra: String Family

Slides: Instruments of the Orchestra—42 slides in set, rental: 75¢ a day; Indiana Univ.
 Slides identify instruments, groupings, playing positions.
 * * *
String Choir—10 min. el-e, rental: available at state universities.
 Technics of performance, moods, effects are illustrated.
The Violin—1 R, rental: \$1.50; Gutlohn Films, Inc., Chicago.
 Origin and development of stringed instruments, emphasizing violin. Jacques Thibaut plays.
Malaguena—1 R; Ideal Pictures Corp., 28 E. 8th St., Chicago. Features Jacques Thibaut, violinist.
Violins and Cellos—10 min. sh-c, rental: \$1.50; Gutlohn Films, Inc., Chicago.
 Priceless violins, cellos, fingering technics are shown, while two noted artists play.
Emanuel Feuermann, 'Cellist—10 min., rental: \$1.50; Univ. of Kentucky and Wisconsin.
 Dvorak's "Rondo" and Poper's "Spinning Song" performed.
Andante and Rondo by Von Weber—1 R; Ideal Pictures Corp., Chicago.
 Igor Piatigorsky performs.
 * * *

Coolidge Quartet—10 min., rental: \$1.50; Univ. of Kentucky and Wisconsin.
 Quartet heard in the "Andante" from Von Dittersdorf's "String Quartet in E Flat," "Fugue" from Beethoven's "Quartet in C," op. 59, no. 3.
 * * *

Mildred Dilling, Harpist—10 min., rental: \$1.50; Univ. of Kentucky.
 Selections include Zabel's "Fountain," "Fireflies" by Hasselman, "Forest Pools" by Tournier.
Moses' Prayer—1 R; Brandon Films, Inc., 1600 Broadway, N.Y.C.
 Performance by the Vatican Harp Choir.
 * * *

Instruments of the Orchestra: Wood-Wind and Brass-Wind Families; Percussion Group

Brass Choir—10 min. el-adult, rental: available at state universities.
 Timbres and playing technics of instruments in this group are demonstrated, singly and in combination.
 * * *

Wood-Wind Choir—10 min. el-adult, rental: available at state universities.
 Typical passages and playing technics demonstrated.
 * * *

Percussion Group—10 min. el-adult, rental: available at state universities.
 Percussion instruments commonly found in symphony orchestras demonstrated.

Piano and Organ Performances

Golden Mountains—10 min. jr-adult, rental: \$1.50; Univ. of Kentucky.
 Shostakovich plays "The Waltz From the Golden Mountains," accompanied by orchestra.
Alfred Cortot—2 R; Ideal Pictures Corp., Chicago.
 Pianist in performance of Debussy's "Children's Corner."
José Iturbi, Pianist—10 min. jr-e, rental: \$1; Herman A. DeVry, Inc., 1111 Armitage Ave., Chicago.
 Pianist performs "Sevilla" by Albeniz and Chopin's "Fantasie Impromptu."
Keyboard Concerto, Three Portfolios—10 min. each sh-adult, rental: \$1 each; H. A. DeVry, Inc., Chicago.
 1. Strauss' "Artists' Life" and Chopin's "Minute Waltz."
 2. Schubert's "Soiree de Vienne" and the F minor "Moment Musical."
 3. Tchaikovsky's "Troika"; Rachmaninov's "G Minor Prelude"; Rimsky-Korsakov's "Flight of the Bumble Bee."

Vitya Bronsky and Victor Babin, Duo-Pianists—10 min., rental: \$1.50; Univ. of Kentucky.
 Includes Brahms' "Waltz in A Flat"; "Valse" by Arensky; Rimsky-Korsakov's "Flight of the Bumble Bee."
Valse Brillante—1 R; Ideal Pictures Corp., Chicago.
 Brialowsky, famous pianist, renders Chopin's composition.
 * * *

Ave Maria—1 R, rental: \$1.50; Gutlohn Films, Inc., Chicago.
 Organ performance of Gounod's composition in Canterbury Cathedral.
Organologues—1 R each, rental: Bell and Howell, Chicago.
 Many prominent performers in organ and vocal numbers.
 * * *

Archaic and Unusual Instruments

Archaic and Unusual Instruments—10 min. sh-c, rental: \$1.50; Gutlohn Films, Inc., Chicago.
 From man's first attempts to organize sound to present day piano, the evolution of instruments is traced.
José Iturbi, Harpsichordist—10 min. jr-adult, rental: \$1.50; Univ. of Kentucky.
 Iturbi plays and explains this instrument; concludes with performance of Liszt's "Eleventh Hungarian Rhapsody" on modern piano.
Music Hath Charms—11 min. el-sh, rental: \$1.50; Bell and Howell, Chicago.
 Chinese, Korean, Egyptian, Balinese instruments are played.

VOCAL MUSIC

Community Sing; Stephen Foster's Songs

Song Slides—product of Keystone View Co., Meadville, Pa.
 Each sells for 60¢; contains words and music for mixed voices of songs widely used in schools.
 * * *

Community Sing Nos. 6, 8, 10—10 min. each, el-adult, rental: \$1 each; Univ. of Oklahoma.
 Popular and semipopular songs.
Familiar Patriotic Songs—10 min., rental: \$1; Univ. of Minnesota.
Sing, America—10 min. el-adult, rental: \$1; Univ. of Minnesota.
Marine's Hymn—3 min. jr-adult; loan from O.W.I.
La Marseillaise—5 min. jr-adult, rental: 35¢; Univ. of Kentucky.
 * * *

Memories and Melodies—2 R; Teaching Film Custodians, Inc., 25 W. 43d St., N.Y.C.
 Foster's most popular songs woven into love story, plantation setting.
Songs of Stephen Foster—10 min. jr-adult, rental: \$1.25; Univ. of Indiana and Wisconsin.
 Community sing based on Foster's songs with words for audience.
 Southern costumes and background.
 * * *

Folk Songs, Spirituals, Ballads

Lost Dogie—1 R, el-adult, rental: \$1; Univ. of Minnesota.
 Includes well-known folk songs; recommended for instruction in American folk songs.
Tall Tales—10 min. el-adult, rental: \$1.25; Indiana Univ.
 Well-known artists present American folk songs in natural setting.
Songs of the Hills—1 R; Bell and Howell, Chicago.
 Hillbilly and folk songs.
Voice of the Sea—1 R; Bell and Howell, Chicago.
 Familiar sea chanties sung, acted.
Camp Meeting: Deep South: Mississippi Moods: That Man Samson—20 min. each, jr-e, rental: \$3; Bell and Howell, Chicago.
 Old plantation songs featured by Hall Johnson singers.
Rhapsody in Black—Bell and Howell, Chicago.
 Negro spirituals.

Solo Singing; Operatic Films

Richard Bonelli—1 R, rental: \$1.50; Gutlohn Films, Inc., Chicago.

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Solo Singing (Cont'd)

"Prologue to Pagliacci" and "Aria From The Barber of Seville."

Igor Gorin, Baritone—10 min., rental: \$1.50; Univ. of Wisconsin and Kentucky.

Rossini's "Aria From The Barber of Seville" and "Largo Al Factotum."

Elisabeth Schumann—Bell and Howell, Chicago.

Schubert's "Ave Maria."

Schumann-Heink—5 min., rental: \$1; Bell and Howell, Chicago.

Mme. Schumann-Heink shown giving singing lessons.

Faust—1 R, rental: \$1.50; Gutlohn Films, Inc., Chicago.

While the best known arias are sung, operatic scenes are shown.

Operalogues—2 R each; Bell and Howell, Chicago.

"A Brahmin's Daughter," based on "Lakmé"; "Idol of Seville," condensed version of "Car-

men"; "Milady's Escapade," based on "Martha"; "Vendetta" from "Cavalleria Rusticana"; "Walpurgis Night," suggested by Goethe's "Faust."

Pagliacci—8 R; Brandon Films, Inc., 1600 Broadway, N.Y.C.

Music story based on opera, with Richard Tauber and Steffi Duna.

Pilgrims' Chorus and Aida—See listing under INSTRUMENTAL MUSIC, SYMPHONIC PERFORMANCES.

Sacred Music

Masters of Sacred Music—10 min. jr-adult, rental: \$1.50; Bell and Howell, Chicago.

Lives of Beethoven and Bruckner; their contributions to sacred music. Only music and titles.

Song Book of the Screen—3 min. each, el-adult, rental: apply to Y.M.C.A., 10 La Salle St., Chicago.

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Address _____
City _____ State _____

Words to well-known hymns superimposed on scenic backgrounds while songs are sung. *This Is Our Earth*—3 min. el-adult, rental: \$1; Gutlohn Films, Inc., Chicago.

"The Lord's Prayer" rendered by Earl Wrighton against photographic background.

MUSIC AND RELATED ARTS

Correlation of the Arts

Abstractions—10 min., rental: \$1; Materials Service, Ball State Teachers' College, Muncie, Ind.

Abstract forms, images, spirit of machines interpreted through music.

Color Studies of Chopin—12 min.; loan from Polish Information Center Films, Inc., 734 Fourth Ave., N.Y.C.

Color interpretation of some of Chopin's music. Olin Downes, commentator.

An Optical Poem—1 R, jr-c; Teaching Film Custodians, Inc., 25 W. 43rd St., N.Y.C.

An M.G.M. miniature production. While orchestra plays Liszt's "Second Hungarian Rhapsody," musical tone is interpreted in color and geometric figures.

Rhythm in Light—1 R; Brandon Films, Inc., N.Y.C.

Geometric forms develop and synchronize to "Anitra's Dance."

Waltz of the Flowers—1 R; Gutlohn Films, Inc., Chicago.

Flowers in color appear on screen to music of Tchaikovsky's "Nutcracker Suite."

Dance of the Hours—10 min. el-sh, rental: \$1; Univ. of Minnesota.

Nature scenes depict moods evoked by orchestral performance.

Back: Air for the G String—10 min. el-sh, rental: \$1.50; Bell and Howell, Chicago.

Doris Humphrey and company interpret music through classic dancing.

Brahms' Waltz in A Flat—6 min. el-sh, rental: \$1.25; Bell and Howell, Chicago.

Pathé produced. Interpreted by dancer, Desha; orchestral music.

Liebestraum—10 min. el-sh, rental: \$1.25; Gutlohn Films, Inc., Chicago.

Picturesque Southern scenes accompany orchestra.

Swan Lake Ballet—1 R; Brandon Films, N.Y.C.

Moscow Theater Ballet interprets Tchaikovsky's music.

Appreciation and History of Music; Biographical Subject Matter

Masters in Music—12 colored slides in set; rental: 75¢ a day; Indiana Univ.

Pictures: Bach, Handel, Von Gluck, Haydn, Mozart, Beethoven, Schubert, Von Weber, Mendelssohn, Schumann, Meyerbeer, Wagner.

Walter Damrosch—10 min. sh-c, rental: \$1.50; Bell and Howell, Chicago.

Damrosch explains to his grandchildren how to begin study of music; shows how sound is actually recorded.

Sigmund Spaeth—10 min. sh-c, rental: \$1.50; Bell and Howell, Chicago.

Shows the function of rhythm, melody, harmony in music.

Annie Laurie—1 R; Teaching Films Custodians, N.Y.C.

Story evolved around song.

Star Spangled Banner—15 min. el-c; Bell and Howell, Chicago.

Pathé produced depiction of life of Francis Scott Key and story of writing of anthem.

Song of a Nation—2 R, el-sh, rental: apply to Teaching Films Custodians, N.Y.C.

Warner Bros. production concerned with writing of the "Star Spangled Banner."

Music Master Series—1 R each; Ideal Pictures Corp., 28 E. Eighth St., Chicago.

Biographical incidents accompanied by composers' music. Individual reels for Verdi, Strauss, Rossini, Tchaikovsky, Beethoven, Bizet, Liszt, Chopin, Mendelssohn, Handel, Brahms.

Mozart—8 R; Brandon Films, Inc., N.Y.C.

Biographical; music by London Philharmonic Orchestra.

In Mozart's Footsteps—11 min. sh-adult, rental: \$1.50; Bell and Howell, Chicago.

Shows the annual music and dramatic festival at Salzburg with musical background.

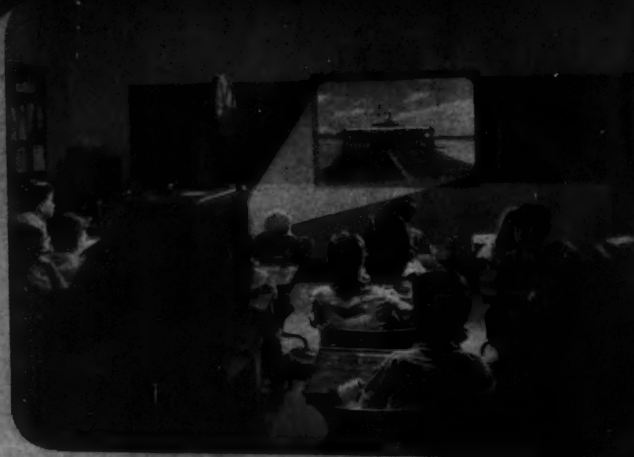
A Waltz by Strauss—8 R; Nu-Art Films, 145 W. 45th St., N.Y.C.

Story of Johann Strauss and son accompanied by the famous waltzes.

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- ☐ Catalog of Silent Teaching Films

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Your Position

Name of School

Address of School

Appreciation of Music (Cont'd)

The Wizard's Apprentice—1 R; Teaching Films Custodians, N.Y.C.
Story based on "The Sorcerer's Apprentice."

SOCIAL AND ENVIRONMENTAL

Armenian Art—1 R; Brandon Films, Inc., N.Y.C.

Soviet Armenia's operatic, dance and chamber music.

Gypsy Night—2 R, el; Teaching Films Custodians, N.Y.C.

Fantasy on the gypsy, featuring toys, gypsy music, instruments, scenes.

Gypsy Revels—10 min., rental: \$1.50; American Museum of Natural History, N.Y.C.

Paramount production; features Russian and Hungarian music, singers, gypsy dancers.

Leningrad Music Hall—35 min. sh-adult, rental: \$6; Brandon Films, N.Y.C.

Theater arts of Russians depicted against folk and classical music.

Moscow Moods—11 min., rental: \$1.50; American Museum of Natural History, N.Y.C.

Paramount production. "Song of the Volga Boatmen," "Rare Old Wine," "The Barrel" are sung. Two 'cello solos.

Music of the Nations—10 min., rental: \$1.50; Bell and Howell, Chicago.

Pathé production of songs of the steppes, "La Paloma," "Rio Grande."

Oriental Fantasy—1 R; Bell and Howell, Chicago.

Songs of the Orient.

Red Army Chorus—1 R; Brandon Films, Inc., N.Y.C.

War and folk songs.

Scottish Masurka—18 min. sh-adult, rental; apply to Gutlohn Films, Inc., N.Y.C.

Three Polish and one Scottish song by Polish army choir. Pictures interpret songs.

Song of Revolt—1 R, jr-c, rental: \$1; Univ. of Minnesota.

M.G.M. production based on writing of French national anthem and French revolution.

Dances of the Nations—1 R; rental: \$1.50; Gutlohn Films, Inc., N.Y.C.

Native dances of Spain, Russia, Holland, the Argentine.

MISCELLANEOUS

How to Twirl a Baton—1 R, rental: \$1.50; Univ. of Kentucky.

Fundamentals of twirling demonstrated by Roger Lee.

Star Spangled Banner—2 min. el-adult, rental: \$3; Castle Films, Rockefeller Center, N.Y.C.

Youth Builds a Symphony—26 min. jr-adult, loan; available at state universities. Summer music camp work at Interlochen, Mich., is portrayed.

First Chair—loan; apply to Conn Instrument Co., Elkhart, Ind.

Commercial film with emphasis on construction facilities of well-known firm. Story about a high school trumpet player.

Sound Waves and Their Sources—10 min., rental; apply to Univ. of Wisconsin.

How sound is produced and transmitted. String and wind instruments show how tone is produced. Recommended for building appreciation and understanding of qualities of tone and pitch.

Fundamentals of Acoustics—10 min., rental; apply to Univ. of Wisconsin.

Showing how physical circumstances affect quality of performance.

Inter-American Color Slides

The American Council on Education, through the cooperation of the Office of Inter-American Affairs, has assembled 33 teaching units of 2 by 2 inch color slides dealing with the other American republics. This was made possible by the cooperation of a number of museums, airlines and photographers.

Files of the 33 units, with teachers'

notes, have been deposited for lending with 11 different institutions throughout the country. For complete information concerning availability and service charges, write directly to the nearest depository.

The institutions listed are:

The Southern California Council of Inter-American Affairs, 707 Auditorium Building, Fifth and Olive Streets, Los Angeles 13.

The Rocky Mountain Council on Inter-American Affairs, 1425 Cleveland Place, Denver.

Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C.

Pan American Union, Washington 6, D. C. Art Institute of Chicago, Chicago 3.

Extension Division, The State University of Iowa, Iowa City, Iowa.

The Pan American Society of Massachusetts and Northern New England, Inc., 75 Newbury Street, Boston 16.

The Southern Council on International Relations, Box 1050, Chapel Hill, N. C.

Portland Extension Center, Oregon State System of Higher Education, Portland, Ore.

Division of Education, Philadelphia Museum of Art, Parkway at 26th Street, Philadelphia 30.

Institute of Latin American Studies, The University of Texas, Austin 12, Tex.

The slide units are also available for purchase from the American Council on Education, 744 Jackson Place, Washington 6, D. C. Orders received now will be filled on or about June 1, 1946.

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Twelve Lessons in Nutrition

CHILDREN in the first three grades have fairly well-established food habits that have been copied from adult members of their families or from children with whom they have been associated. The reasons for certain food idiosyncracies are not often understood by parents. Usually a child's reaction to a certain food depends upon some former experience.

We can try to overcome their dislikes by building up pleasant associations for various foods. Many times food habits can be changed easily in the schoolroom, where the child is eager to receive the approval of his teachers and classmates. The teacher, in her attitude and manner of presentation of basic food principles, can be a major factor in developing the proper appreciation of various foods.

Important to the teaching of nutrition is the actual eating of foods; it is more important than the discussion of good food habits. To assist the carry-over of certain good food habits from the school into the home, plans should be made whereby parents are made aware of the objectives of the nutrition lessons taught in school. A parents' program may be planned by the children and used as the final project of the unit. This program should be one that can be carried out simply by the child for the child likes to interest his parents in what he is doing. The teacher may invite a speaker to lecture on the values of the unit to the parents or she may do it herself.

During this study she should seek to inculcate the proper attitude toward foods and cultivate an appreciation of all foods for their individual value. She should teach the child to like the taste of foods, teach him how to handle foods in simple preparations and help him recognize the effects of inadequate and adequate diets on the body.

VIRGINIA DeCECCO

Director, Nutrition Service, Erie Chapter
American Red Cross, Erie, Pa.

It may be wise to keep in mind that during the first three grades the child is learning how to read, write and manipulate simple figures. As far as his bodily activity is concerned, he is just beginning to learn to use his small muscles; consequently, physical activity is important throughout the unit. Since the child is an individualist, he is primarily concerned with himself. He may have to be taught to be gregarious, through activities involving himself and his classmates.

In the lower elementary grades pupils study the children of other lands. Interest in nutrition could be developed by studying the food habits of foreign children and comparing them with those of this country. The importance of certain food habits could be emphasized so that children will become aware of the fact that the people of every nation cultivate good food habits for health. Nutrition can be integrated into many subjects and it is with this thought in mind that the following nutrition unit is suggested.

Many children in the elementary grades have the habit of drinking too much milk and eliminating other foods; drinking no milk; eating an inadequate breakfast.

The general objectives of the unit of study suggested are: (1) to cultivate the proper attitude toward the more nutritious foods; (2) to learn the simple fundamentals of food preparation; (3) to learn the necessity of cleanliness in the preparation and eating of food; (4) to learn the simple fundamentals of table manners.

Its special objectives are: (1) to instill in the daily routine of the child the habit of eating an adequate breakfast each day; (2) to appreciate

the values of the various foods needed for an adequate breakfast.

LESSON I

"What Children Like"

Arrange on a table a series of foods that children commonly eat for breakfast, such as milk, coffee, cocoa, sweet rolls, toast, doughnuts, cooked cereal, dry cereal, orange juice, stewed fruits. If real foods are not available, pictures of them can be used. Each child should pick out the breakfast he has had at home. No comments or remarks need be made. At the end of the lesson each child is scored on what he has chosen.

LESSON II

"Why Drink Milk"

Animals like milk. Show pictures of animals drinking milk. Have the class discuss the milk-drinking habits of their pets. If the children have learned to read simple sentences, the teacher or a pupil can write on the board the sentences that the children construct concerning the animals drinking milk.

LESSON III

"Children Like Milk"

Show pictures of children drinking milk. Read a story about a child who drinks milk. Party-time activity—each child washes his hands. The committee, selected beforehand, prepares the milk bottles, fills the glasses and passes them around. Remind the children that they have to wait until everyone has been served. Emphasize the fact that all children should like milk as the animals do.

LESSON IV

"Why Children Should Drink Milk"

Growth Lesson. Show posters of properly and improperly fed chickens, pigs, dogs and children. Give in story form the reason why one is larger than the other. Party-time activity—follow the same procedure

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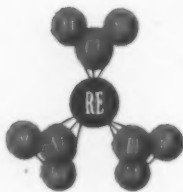


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Q WHAT DOES ALFAX DO that ordinary dishwashing compounds won't do?

A QUITE A FEW THINGS. But probably the most important and spectacular is that ALFAX will reduce germ colonies that form on dirty dishes by more than 50 per cent, well below the most exacting demands of the toughest health departments.

Q JUST WHAT DOES THAT MEAN? How do you know, and how did you find out?

A SCIENTIFIC TESTS WERE MADE. Plates were washed 15 days in an average dishwashing machine charged with a popular and commonly used type of commercial dishwashing compound. Yet, at the end of 15 days the plates still harbored an average of 20 colonies of bacteria per plate*

Q WHAT HAPPENED WHEN YOU TESTED ALFAX?

A IT WAS AMAZING. The same test was then repeated in the same dishwashing machine, but this time using ALFAX. At the end of the test, the report showed an average count of only 9 colonies per plate — more than 50 per cent reduction — a margin of safety well within the most stringent health laws.

Q HOW IS ALFAX ABLE TO DO THIS?

A THROUGH SURFACE CHEMISTRY. The molecular structure illustrated above is symbolic of what Turco scientists mean by *Surface Chemistry*. Every cleaning factor is present in correct balance with every other cleaning factor. It is by this brand new balance that Turco scientists perfected ALFAX Dishwashing Compound.

The talk of the Industry—Turco's amazing new dishwashing compound, Alfax, brings us a flood of questions. Here are the answers.

Q WHAT DO THESE CLEANING FACTORS DO?

A EACH DOES A DIFFERENT BUT IMPORTANT JOB. LIKE THIS:

WC — Water Conditioning instantly traps the minerals in the hardest water, prevents them from interfering with the efficiency of other cleaning factors, and effectively prevents them from being redeposited as scale — scale that dulls dishes and builds germ nests — not only on dishes, but in dishwashing machines. **WA** stands for *Wetting Action*. The super-wetting action of ALFAX comes *immediately* into play, spreads the wash water over the entire surface of the dish, allowing the cleaning factors to go to work on the dirt — not just some of the dirt, but *all* of the dirt. Immediately thereafter, **EA** — the *Emulsifying Action* in ALFAX blasts the oils and greases into infinitesimally tiny globules, suspends them and prevents their redeposition on the plate or in the dishwashing machine. Simultaneously, **CA**, or *Colloidal Activity*, splits solids into equally minute particles which are easily removed in the water. The other factors involved in *Surface Chemistry* are: **SV** — *Saponifying Value*, which is the ability to convert organic fats and oils into the soluble soaps;

TA — *Total Alkalinity* is the total amount available for cleaning; **BI** — *Buffer Index* is the ability to absorb either alkaline or acid soil to prolong solution efficiency; **pH** — a yardstick by which the energy of alkalinity may be measured; **SA** — *Solvent Action*, the ability to put soil and dirt into solution.

Which leaves one factor, most important of all, **RE**. **RE** stands for *Research & Experience*, the combined know-how that Turco men have gained through the past two decades. It is **RE** that has, through balanced *Surface Chemistry*, produced ALFAX. The real worth and benefit to you of Turco's **RE** will become immediately apparent when you use ALFAX in your dishwashers.

*Note: For the complete story on the sanitary value of dishwashing compounds built as ALFAX is, see "Industrial and Engineering Chemistry, Vol. 29, page 421."

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as in Lesson III for the preparation and eating of food. Make molasses milk shakes, using 1 tablespoon of molasses to a cup of milk. Shake the mixture in a screw-top bottle or use a rotary egg beater to make a foam on top. Emphasize that children should drink milk for growth.

LESSON V

"Why Children Should Drink Milk" (continued)

Teeth Lesson. Have pictures of boys and girls, some with good, others with bad teeth; also models of teeth, some well formed, others poor. Give the reason for each condition in story form. Party-time activity—same proceedings as before. Make applesauce milk shake, using 2 tablespoons applesauce per cup of milk. Mix with rotary egg beater. Emphasize that children should drink milk for good teeth.

LESSON VI

"Why Children Should Drink Milk" (continued)

Bone Lesson. Posters of animals with bowed legs and of children with bad bone formation should be used. Party-time activity—make beforehand a bread pudding. Have the children prepare the sauce to pour over it—1 egg and 1 tablespoon of sugar per cup of milk. Cook in a double boiler. Emphasize that milk in whatever form children take it will help build bones.

LESSON VII

"Why Children Should Drink Milk" (continued)

Review the preceding lessons: (1) Why Milk Is Necessary; (2) How Milk Can be Used. Party-time activity—serve a cup of hot pea soup and a cracker. The white sauce is already made. The children add the strained food, beat and serve.

LESSON VIII

"How Much Should Each Child Drink?"

Before the class begins, place on a table a quart bottle of milk. Pour the contents of this quart into four glasses. At the same time show that one should be consumed at each meal so that at least three glasses a day are had by each child. The fourth one can be taken before going to bed or can be consumed in soups, desserts or creamed dishes.



Midmorning milk for first graders at Columbus School, Erie, Pa.

LESSON IX

"What Helps to Make Happy Children?"

Arrange on a table a display of all kinds of cereals, cooked and dry; also samples of the original grain. A colorful poster could be made to teach the values of each cereal; for instance, one poster could show a sleek-looking horse eating oats with a graph showing the value of oats. For comparison a frail child could be pictured on another poster eating a plate of cold flaked cereal, with an accompanying graph showing the value of the cereal. After the children have studied the facts about each cereal, the teacher should serve a dish of hot oatmeal, explaining why it is important in their diet. As a review for the next lesson, oatmeal cookies could be served showing that this grain does not have to be in the form of a breakfast cereal all the time.

LESSON X

"It Makes Red Blood"

Children can distinguish between a healthy looking person and a sickly looking one; consequently two pictures can be shown to emphasize the fact that one child can play harder than another and is sick less often because he has good red blood. It can be explained that the best source of blood building material is eggs. At the same time the teacher can serve scrambled eggs on a small piece of whole wheat toast.

LESSON XI

"They Help Win the Game"

The importance of fruits can be brought out by proving that fruit gives children an extra amount of energy for their activity. A poster showing either a girl or a boy jumping rope or playing ball and another with a girl or boy behind a window watching the others play can be used. The teacher can develop a story as to why one child has to stay in and the other one can play and show that bodies are made strong and healthy by eating certain fruits each day.

LESSON XII

Conclusion of Unit—"Breakfast"

Serve each child a type of breakfast he should have each morning, such as fruit, a hot cereal with brown sugar and milk, toast and egg, if possible, with a glass of milk.

Suggested Activities for Parents' Night

"The Big Seven," an illustrated talk on the seven basic food groups.

"Husky and Skinny," a film which can be obtained from the National Dairy Council, Chicago.

Displays built up around particular subjects, such as "A Good Beginning" and "Lunch Basket," graphed to show the food values.

A demonstration in vegetable cookery entitled "The Right Way" given by the county home demonstration agent or the teacher.

How to Use DDT

ALFRED WEED

New York City

THE discovery of the insecticidal value of dichloro diphenyl trichlorethane (DDT) by Müller is an impressive addition to the evergrowing list of materials used to combat insects. Although not available to civilians until late last summer, a substantial amount of information has been developed by the U. S. Department of Agriculture, state experiment stations and other agencies dealing with its use in insect control. During the last two years this compound has held the entomological spotlight, and rightly so, because of its importance in destroying disease-carrying insects among our armed forces.

Paralytic Action Slow

The principal characteristic possessed by DDT, aside from its ability to kill a wide variety of pests, is the persistence of its deposits upon surfaces to which it has been applied. This property produces results which are truly spectacular when it is used against some of our household pests. The paralytic action of the compound is slow in comparison to that of pyrethrum and the thiocyanates.

The compound, while practically insoluble in water, is soluble in light petroleum oils, such as have been used in liquid insecticides for years. In oils of this type, an adjuvant solvent may be needed to maintain satisfactory solutions at low temperatures. Insects are killed by the compound upon contact with it whether it is applied directly to them as a dust or spray or whether surfaces are treated with which they subsequently have adequate contact.

The compound by itself is of little value. DDT must be in solution, preferably in an insecticide base oil for indoor spray use or as an emulsion diluted with water or a wettable

spray powder that can be added to water. Because of the physical characteristics of the material, it is difficult to grind and must be milled in conjunction with some inert substance, such as talc or clay. The wettable powder can be produced at the time of grinding through the addition of a small amount of a wetting or dispensing agent. All of these compositions have become available during the last two months ready to fit into the unfolding program of DDT use.

Many insecticide manufacturers have moved slowly with DDT because it is a toxic compound. While this attitude may be ridiculed by some and the hazard surrounding DDT may prove of less magnitude as additional experience is gathered, caution in its use appears advisable at present. If large amounts of the compound are eaten, it is poisonous and among the numerous laboratory animals studied, many showed accompanying liver injury. In solutions it is absorbed through the skin. Therefore, precautions should be taken to keep such contact to a minimum.

Should Not Be Applied to Foods

While no human being has been known to die from the effects of DDT, it has produced toxic symptoms in at least one case. Under the circumstances, insecticides containing DDT should not be applied to foods; excessive amounts of sprays or dusts in which DDT is an ingredient should not be ingested or inhaled and lengthy or repeated contact of solutions of DDT with the skin should be avoided.

It is most appropriate that the public and the bulk consumer of insecticides of the household spray type understand that DDT can be effec-

tively used in two ways: (1) as a residual deposit preparation and (2) through the addition of a relatively small amount of the compound as a conventional contact "space spray."

As a general purpose spray, the latter product is preferable since such sprays are fast acting and their performance against household pests is materially improved through the inclusion of small amounts of DDT.

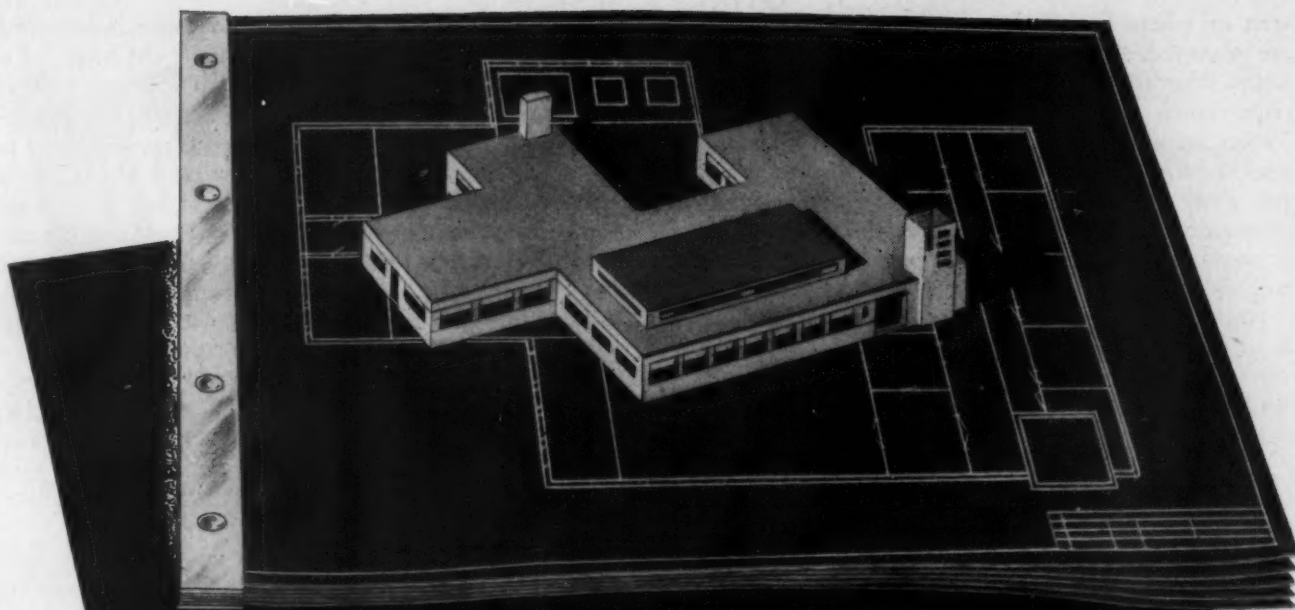
Recent publicity dealing with the use of this compound by civilians has consistently pressed for 5 per cent concentrations. There already exists substantial evidence that this amount of DDT is unnecessary in residual deposit sprays for several common pests.

For Surface Applications

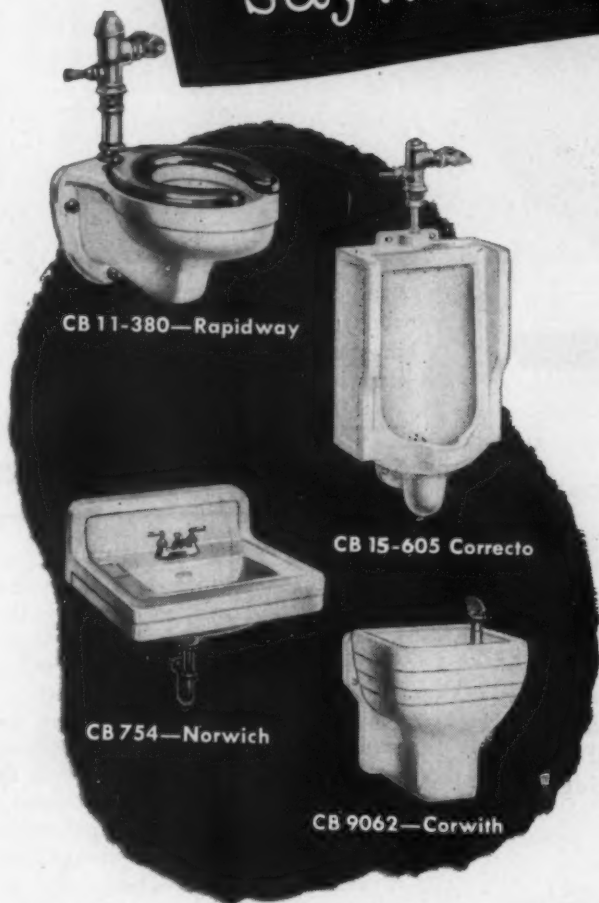
Much of the work with residual sprays involves surface coatings of from 100 to 200 milligrams of DDT per square foot of surface. The lower amount is obtained with 4 cc. of a 2½ per cent DDT solution applied per square foot or half this amount of a 5 per cent solution. Surface applications can be made with any convenient spraying equipment or with a brush. A fine wet spray is recommended; it should be applied from a little distance so as to moisten the surface but should not be liberal enough to run. It is doubtful whether such surface treatment with a residual type of spray is practical for home use, except where the deposit will not be objectionable. It is not advisable to apply such a spray to wallpaper or to dark finishes.

Although better residual properties are attributed to the wettable powder sprays and to the emulsions, the oil solutions are preferred where heavy deposit and water spotting would be undesirable.

In combating flies, mosquitoes and gnats indoors, apply a residual spray in oil to light fixtures and surfaces in their immediate vicinity, if painted, to light drop cords, to window and door frames, to painted ceiling and wall areas where fly specks are



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seen or where flies and mosquitoes are observed. Treat screens, screen doors, door and window frames and trim, porch columns and ceilings. When making applications, foods, cooking utensils and dishes should be put away or covered. When quick destruction of flies and mosquitoes is necessary, recourse should be made to a conventional contact space spray.

Another outstanding use for DDT is to kill bedbugs, not only through direct contact when applied as a spray, but by means of residual de-

posit. A single thorough treatment with an oil solution of 2 to 5 per cent of the compound of bed, springs and mattress gives control lasting for many months.

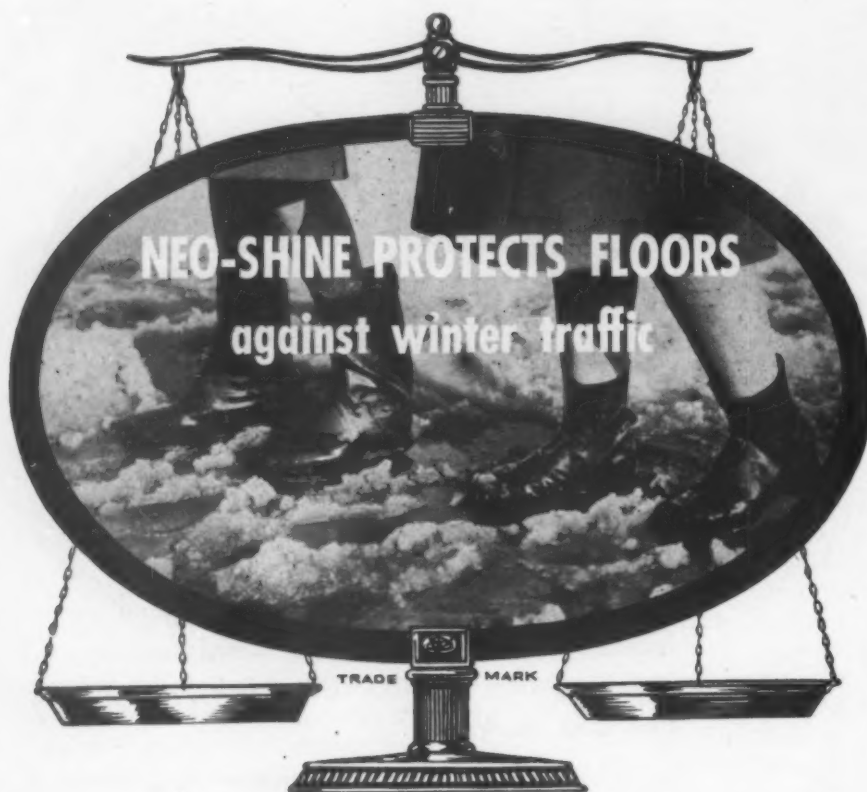
In applying a spray containing DDT, particular attention should be given to all cracks and joints in a bedstead. Treat the springs and both sides of the mattress. Three or four ounces are adequate for a full-sized bed. It is also advisable to spray baseboards and cracks and crannies in woodwork and behind moldings as

these places of concealment are frequently sought by the bugs.

The value of DDT insecticides for controlling roaches is still being debated. Numerous practical tests have been made with both liquid and powder treatment and there remains some diversity of opinion. Roach infestations have been cleaned up nicely with thorough applications of 10 per cent DDT powder but a frequent criticism is made that results are a little slow and that populations treated have a tendency to scatter. Liquid spray deposits, liberally applied, are reported to reduce greatly the number of roaches if ample time is allowed.

Infestations of fleas are reported controlled with oil sprays containing 1 to 2 per cent of DDT or they can be handled with a powder containing 5 to 10 per cent of DDT. Some species of ants are controlled with a residual spray containing 5 per cent of DDT. For protecting woollens from moths and carpet beetles, a 2 per cent solution in oil appears promising. Several other household insects can be combated with DDT but further data are needed before recommendations can be made.

Insecticides containing DDT are here to stay unless they are replaced in the future by a superior compound. Some of the tasks performed by DDT are amazing. From a practical point of view, this insecticide appears to have no equal where flies, mosquitoes, the bedbug and the body louse are the problems.



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BETTER PLANT PRACTICES

Safe and Sane Christmas

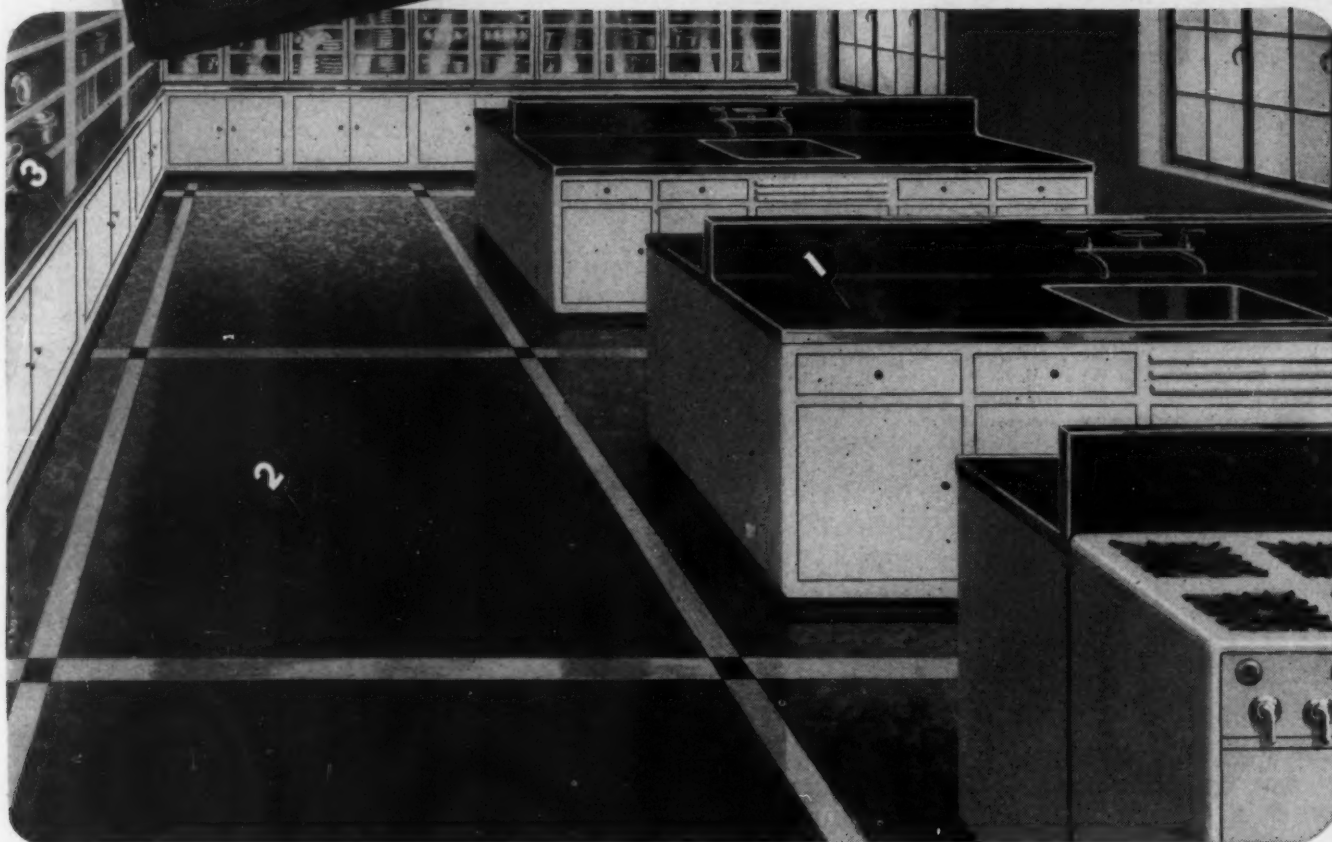
A note of warning now when the Christmas spirit will soon pervade the school premises! At this time of year especially should "Safety First" warnings be conspicuously posted.

Desirable as it is that children be permitted to decorate their classrooms, use of inflammable material is to be avoided. Candles anywhere about school buildings are dangerous and a menace to safety. When illumination is desired on Christmas trees, on wreaths or in windows, electric lights are permissible if carefully placed.

Keen vigilance is required of every custodian during the time when Christmas programs are being given. Extra fire extinguishers are a wise precaution and every facility should be made readily accessible for emergencies.

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CHALK DUST

Story of the Month

A SCHOOL administrator is an honored man. He is honored by a grateful community by being allowed to lead the charity drive for underprivileged cats. He is complimented by being asked to speak (without fee) to the Woman's Club when the regular speaker fails to show up. He is graciously permitted to entertain visiting royalty of the lesser degrees and allowed to participate financially in every worthy community cause. Sometimes, he is even elected Sunday school superintendent or tyler for the Masons.

Business men are different. Once, when the Athletic Association funds were at an even lower ebb than usual, I tried to honor a big feed and grain man.

I told him I would permit him the honor of having his name and advertisement on the football tickets provided he paid the printing bill. He was overjoyed until he got the bill. My phone rang, "Superintendent," says he, "I am delighted to have been honored by you but please don't honor me again until the price of feed goes up."

There is some moral or other for educators in this true story but I seem to have forgotten it for the nonce.

Report on Research

A SIGNAL honor has befallen Chalk Dust. We have been invited to join the State Educational Research Association. However, there is a catch in the business for, with our \$10 dues (in advance), we must also submit an example of our proficiency as an original educational researcher. Unfortunately, our post-graduate years were spent as a galley slave at Columbia, so we have practically no original research to our credit.

The only real research we ever did was the time we decided, at the behest of our wife, to change the opening hour of school from 9:00 to 9:15 a.m. Using the accepted educational techniques, we sent out 1000 questionnaires to parents at office expense. In the course of time, we received and tabulated 11 replies from the victims. One reply was somewhat difficult to analyze and classify in that it avoided the main question and dealt with alleged griev-

ances (largely of a personal nature) against the school administration. After reviewing the best educational opinion, it was decided that the data in this reply could be disregarded without invalidating the research.

Of the 10 valid replies, four gave support, though not very enthusiastically, to the change. It was obvious that with 400 per cent approval the general public strongly welcomed the innovation. Six replies vigorously objected to the change. This was a clear indication pointing to two conclusions: (1) that the intelligence of the community was not as high as had previously been supposed, (2) that a vigorous public relations program should be undertaken to acquaint the public with the felt need for change in a changing world.

Fellows of the Research Society: May we submit the foregoing as evidence of our professional worthiness as a researcher? The \$10 will be forwarded after next pay day.

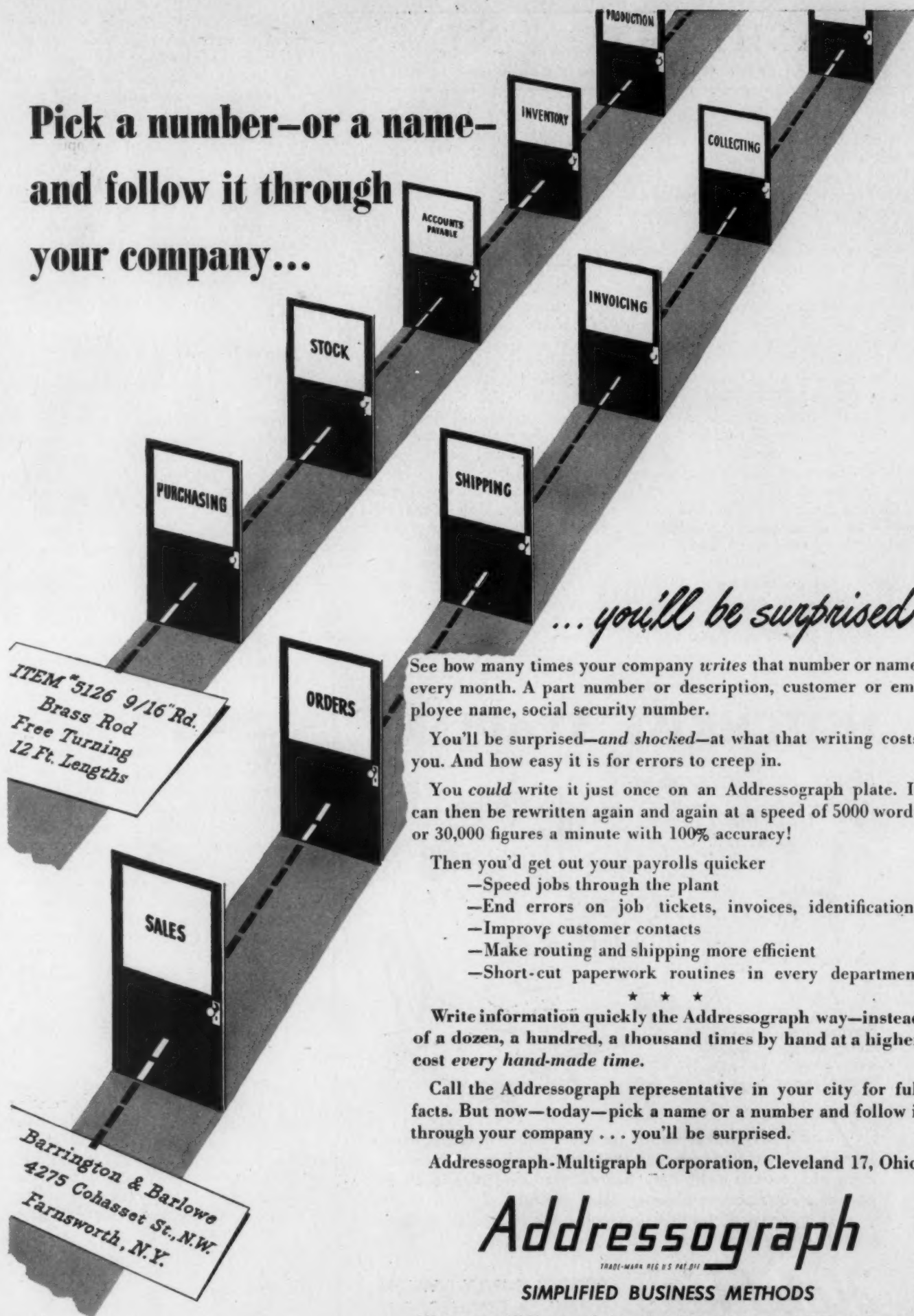
Schoolman as Parent

LESLIE ANN, who attends one of my more progressive kindergartens, came home today proudly clutching a drawing which she had created. In part, the opus had a vague resemblance to a bull moose or a horned toad, although it also showed some likeness to an aerial photograph of a bombed city in its more sodden aspects. Leslie asserted flatly that it was a picture of me.

While I suspect that the teacher, as is the custom in my more progressive schools, "guided" Leslie in her artistry, I doubt not that the child has the soul of a truly creative spirit. In many ways Leslie resembles me more than her mother.

It seems, however, that these progressive teachers sometimes go a little too far in their creative suggestions. I cannot believe that Leslie Ann of her own volition would have pictured me with horns and a tail. That must have been the teacher's idea.

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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Senate Revises G.I. Bill

A revised G.I. Bill of Rights, differing from the original Rankin Bill, was approved by the Senate November 9. The bill must now go back to the House for approval of the radically amended provisions.

The principal changes in the educational aspects of the legislation are the removal of age restrictions, an increase in living allowances and the inclusion of any and all schools, among them proprietary trade schools and correspondence schools.

Any veteran of World War II, regardless of age, would be eligible for the educational benefits of the bill. The monthly living allowance for student veterans would be increased to \$65 for men without dependents and to \$90 for those with dependents.

Short technical training and correspondence courses would be included if the cost does not exceed \$500 a year. The Veterans Administration would be authorized to enter into agreements with state educational institutions for payment of tuition for veterans.

Between 4,000,000 and 5,000,000 veterans ultimately may apply for education

and training at government expense, H. V. Stirling, assistant administrator for vocational rehabilitation and education of the Veterans Administration, said at the sixth annual meeting of the National Council of American Veteran Organizations.

U.N.E.S.C.O. Headquarters in Paris

Paris has been selected as permanent headquarters for the United Nations Educational, Scientific and Cultural Organization, U.N.E.S.C.O. for short.

Late changes in the lineup of the American delegation to the conference in London, begun November 1, omitted Doctor Compton, indicated that Dr. Harlow Shapley went as a full delegate and that Mark Starr, educational director, International Ladies Garment Workers' Union, was added to the advisory list.

The Rt. Rev. Msgr. Howard J. Carroll brought to the attention of Secretary of State James F. Byrnes that no representative of Catholic education in the United States was named either as a delegate or as an adviser to the educational conference.

The U.N.E.S.C.O. constitution stresses the importance of removing illiteracy and

misunderstanding. A wide exchange of scholars and teachers is proposed; also of books and teaching materials. The London conference split on the question of rehabilitation of war-devastated countries and a compromise arrangement was made.

The organization will appoint a committee to make annual reports on what is happening in every country in regard to Nazi or anti-social philosophies. The exchange of instructional materials and publications will also be revealing.

A special invitation to the Soviet Union to enter the organization was turned down in the closing days of the conference.

Surplus Property at Discount

The long awaited regulation (SPA No. 14), which permits nonprofit educational and public health institutions to buy surplus property at a discount, was announced November 8 by the Surplus Property Administration.

Under the regulation, disposal agencies shall allow from the "fair value" of the property a discount of 40 per cent upon orders by or for educational or public health institutions. The discount will be allowed whether the purchase is made by the institution itself or by a state or local government acting on its behalf.

The regulation puts into effect the policy expressed in Section 13 of the Surplus Property Act of 1944. It will channel surplus goods on the basis of need to nonprofit school systems, libraries, universities, research and other institutions.

Property to be acquired by schools on a preferential basis has a wide range. It includes textbooks, desks and supplies, steam tables for school cafeterias, machinery for vocational training classes, training films and laboratory supplies.

Institutions are entitled to compete for merchandise on the same terms as other classes of purchasers whenever surplus goods are offered for sale on a competitive basis. The regulation does not limit or restrict the rights of states or local governments to exercise their priority or to purchase at "fair value." "Fair value" is a price not to exceed the lowest price offered at any trade level at the time of acquisition.

To carry out the disposal of surplus properties, the Federal Security Agency has created a new office operating directly under the administrator. Robert C. Ayres is in charge. Divisions of Surplus Property Utilization have been set up in the two constituent units of the F.S.A.—the Office of Education and the Public Health Service. Henry F. Alves is the director of the division in the Office of Education.

A school's eligibility for a discount will be determined by the F.S.A. Procedure for acquisition of property will be set up by this agency, with the approval of

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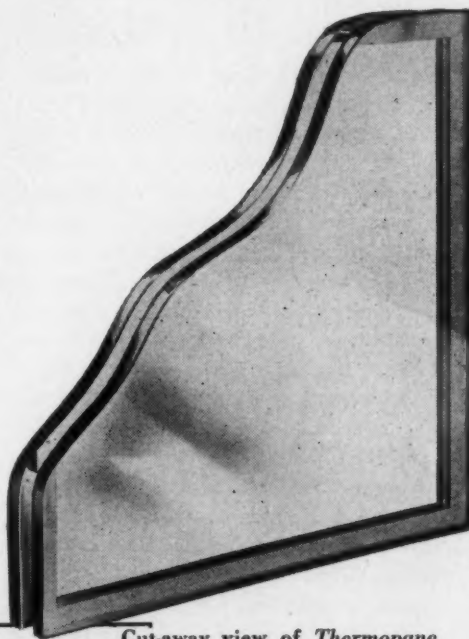
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We make these statements because the function of a trade mark is to unequivocally identify the manufacturer of a product... and to eliminate the possibility of confusion in the mind of the public concerning the producer of a specified product... and to assure that the customer gets what he orders.

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We believe that our readers will understand L·O·F's pride in *Thermopane* and our sincere desire to have *Thermopane* continue to enjoy its individuality.



Cut-away view of *Thermopane*—the windowpane that insulates.

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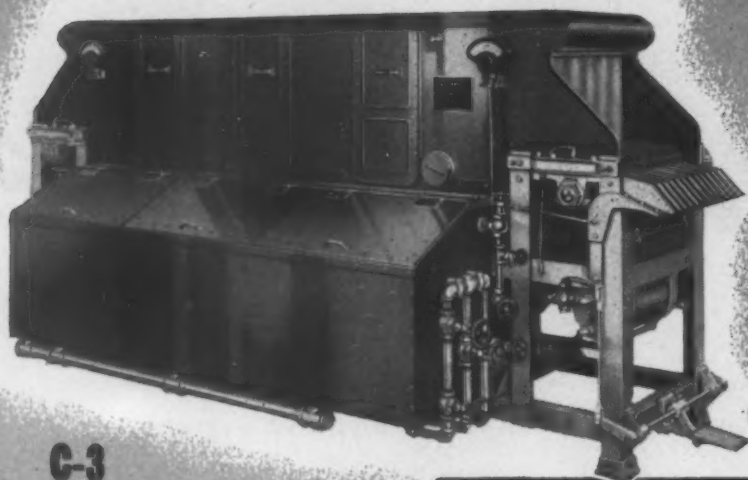
Thermopane is also available in Canada.



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- ★ Plus many other efficiency features that a Colt representative will be glad to explain to you.

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the S.P.A. The Office of Education will handle and review cases involving educational institutions. If an application is disapproved, appeal can be made to the Surplus Property Administrator.

Establishment of a "police force" to prevent fraud and graft in the distribution of surplus property was announced by the Surplus Property Administrator October 31. A special division, the surplus property compliance enforcement division, has been organized to work closely with the Federal Bureau of Investigation and other federal law enforcement units.

Federal Aid for School Plants

H.R. 4499, introduced recently by Congressman Neely, provides through aid to the states for surveys, plans and construction of educational plant facilities. It would authorize \$5,000,000 for surveys of need by the states; \$40,000,000 for the preparation of plans and \$1,500,000,000 for construction. Methods of apportioning among the states would differ, depending upon the section under which the funds were handled. To obtain funds the state would have to submit a justification of need and an estimate of cost. The U. S. Commissioner of Education would have to determine that the undertaking was necessary and that the proposed costs were reasonable.

Scientific Research Foundation

Joint hearings before the Senate military affairs and commerce subcommittees on proposed legislation to establish a national scientific research agency were concluded November 2. Though several bills were considered, emphasis was placed on the Magnuson and Kilgore proposals, as well as President Truman's recommendations.

A new House bill was introduced October 19 by Representative Gossett to promote the progress of science; to secure the national defense; to advance the national health, prosperity and welfare—to establish a National Scientific Research Foundation. Other House bills for the same purpose have been H.R. 3852, introduced by Representative Mills; H.R. 3860, introduced by Representative Randolph; H.R. 3440, introduced by Representative May.

Senate bills to establish a national scientific research agency have been: Magnuson's S. 1285; Kilgore's S. 1297; Byrd's S. 825, and Fulbright's S. 1248.

It is expected that a compromise bill will be effected.

Child Care Centers

Continuance until March 1 of more than 2000 child care centers was approved November 9 by a Senate appropriations subcommittee. The subcommittee without opposition upheld an item in the House-passed bill authorizing F.W.A. to spend \$5,415,000 to carry on

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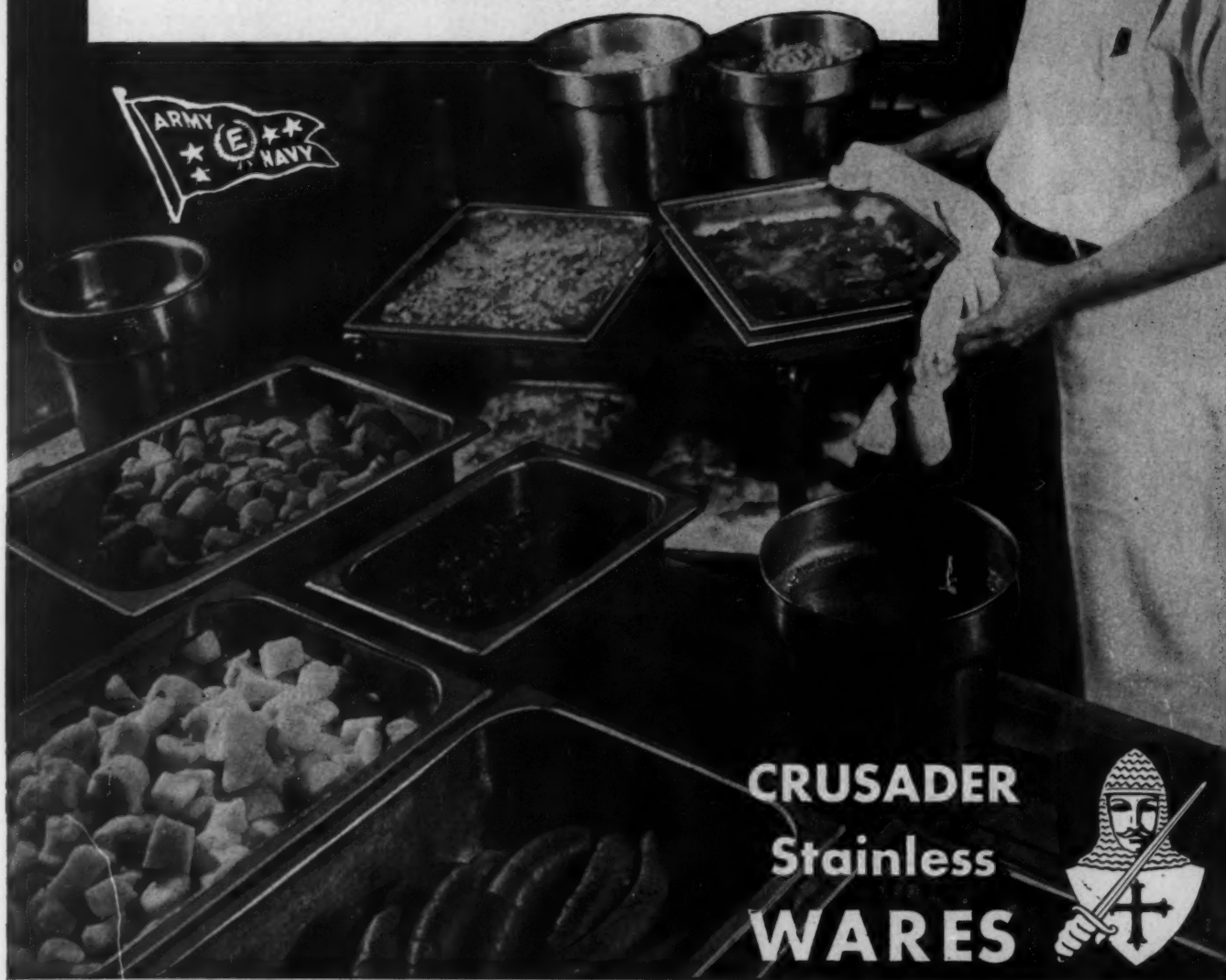
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the work of the centers until March 1946.

F.W.A., operating the centers as a war-time emergency, had planned to discontinue them October 31. Under a storm of protest from working mothers of the nation, President Truman asked Congress to keep the centers going until a survey could be made of their peacetime need.

To Ease Housing Jam

Measures are under way in Washington aimed principally at helping returned veterans find makeshift accommodations. Congress is expected to act soon to pro-

vide the National Housing Agency with funds to move surplus temporary housing units from areas where they're no longer needed to others where the need is great. Housing will be shifted to congested industrial centers and to colleges and universities lacking facilities.

Many veterans attending college under the G.I. Bill of Rights have wives and families and can't live in dormitories. N.H.A. has certified a total of 1000 government housing units for use by colleges and universities for these students but asks the institutions to pay the moving expenses. Twenty-two colleges and universities already are using various forms

of government housing. Some are using trailers and demountable units.

Bargaining Rights at Howard

Both faculty members and office employees of Howard University have been granted the right to join unions and bargain for pay raises by the school's board of trustees.

A union on the campus, Local 10, United Federal Workers of America, C.I.O., made the request for the right to bargain, informing the trustees that it had a majority membership of the 270 faculty members and the 270 non-teaching employees. Dr. Joseph L. Johnson, member of the medical board faculty, heads the local union. No specific campus labor issue is involved.

Howard University, a Negro institution operated by private and federal funds, is the first university in the United States to accord bargaining rights to its employees, according to Eleanor Nelson, president of the U.F.W.A.

R.O.T.C. Prospects

The War Department recently lifted its suspension of the advanced course, Reserve Officers' Training Corps, and announced a new "interim" R.O.T.C. program which initially affects 129 colleges and universities.


Tentative plans for the permanent R.O.T.C. program must remain in abeyance until Congress has determined the size and nature of the postwar Army. Colleges and universities immediately affected are those which had advanced course units on March 1, 1943, with the exception of those schools having only medical corps units.

Veterans who can qualify for the new advanced course will be offered liberal financial inducements while enrolled as R.O.T.C. students. During the two year period covered by the course, they will be paid a money allowance of approximately \$370. In addition, they will receive between \$70 and \$75 pay while attending a six week R.O.T.C. camp which will normally come during the summer following completion of the first year of the advanced course. Textbooks will be furnished without cost.

These inducements are in addition to those veterans receive while attending school under the G.I. Bill of Rights.

"The Public and Education"

In October, the N.E.A. began publication of a monthly bulletin which is entitled "The Public and Education," the purpose of which is to "present directly to influential leaders in all phases of American life significant information concerning the rôle of education in our country." It is sent free to a selected list of leaders both within and outside the teaching profession and is being pub-



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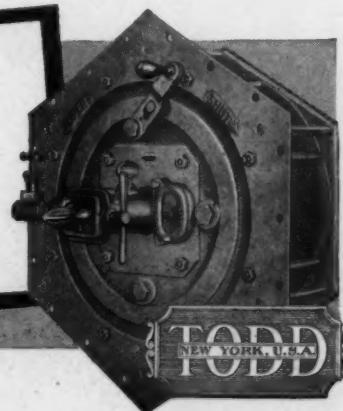
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lished in response to a mounting sentiment in behalf of better education.

The introduction states: "Intelligence guided by concern for the common good is the supreme need today. A high level of universal education is indispensable to the solution by this country, or any other, of such basic problems as good citizenship, full employment and relations between minority groups. Everyone agrees to this but our nation as a whole is not doing enough about it.

The census of 1940 reveals that of the adults 25 years of age or over, 3,000,000 have never gone to school; 13 per cent have not completed fourth grade;

56 per cent have had only an eighth-grade education or less; 75 per cent have not completed high school. Selective Service revealed 350,000 men of draft age could not write their own names.

"The American people have had a great faith in what the schools could do for the individual. . . . Only as *all* the children of all the people are adequately prepared for citizenship can our country prosper and endure."

Volume 1 No. 1 discusses "Children Belong in School" and "How We Spend Our Money." A page headed "On the Educational Front" contains brief paragraphs on activities in education.

Suggestion of names of individuals who should be included on the mailing list of the publication is invited.

Deficit in Science Students

The presidents of eight colleges and universities have appealed to President Truman to reinstate a system of deferments from service for college science students on a national quota basis.

Bernard M. Baruch criticized the continued induction of young scientists into the military services in a statement before a Senate military affairs subcommittee November 1. The brains and skills of its people is the greatest asset of any nation, he said. The war has created a large deficit of scientific personnel.

Mr. Baruch recommended among other things for a peace-time scientific program: the use of scholarships and other aids to develop new scientific talent in American youth; intensification of scientific war against disease; stimulation of scientific research to assure a continued flow of new, fundamental, scientific knowledge; creation of a new government agency to coordinate these activities into an integrated, national policy; provision by this agency of expert counsel for free, worldwide exchange of scientific knowledge.

Civilian Production Administration

The Civilian Production Administration, successor to the War Production Board, took over the job November 3 of guiding the nation's industrial transition to full civilian production. The new agency inherits from W.P.B. 52 orders and three main priorities regulations, as compared with some 650 controls which were in effect at one time. The functions and controls which are required for the orderly transition to peace-time production will be retained.

Among orders still on the books and of interest in the school field are:

L-228, asphalt and tarred roofing products and asphalt shingles.

M-384, lead; the order restricts amounts of lead for the manufacture of lead chemicals; restricts use of red and white lead for paints and lead for ceramics.

L-102, glass containers and closure simplification.

M-241, paper and paperboard.

L-240, newsprint.

L-85, feminine apparel with schedules covering girls' clothing and children's apparel for outer wear.

L-99, cotton textile production.

L-181, men's work clothing.

L-244, clothing for men and boys.

M-51, pigs' and hogs' bristles and bristle products.

M-85, kapok.

M-317-A, restrictions on sale and distribution of cotton fabrics.

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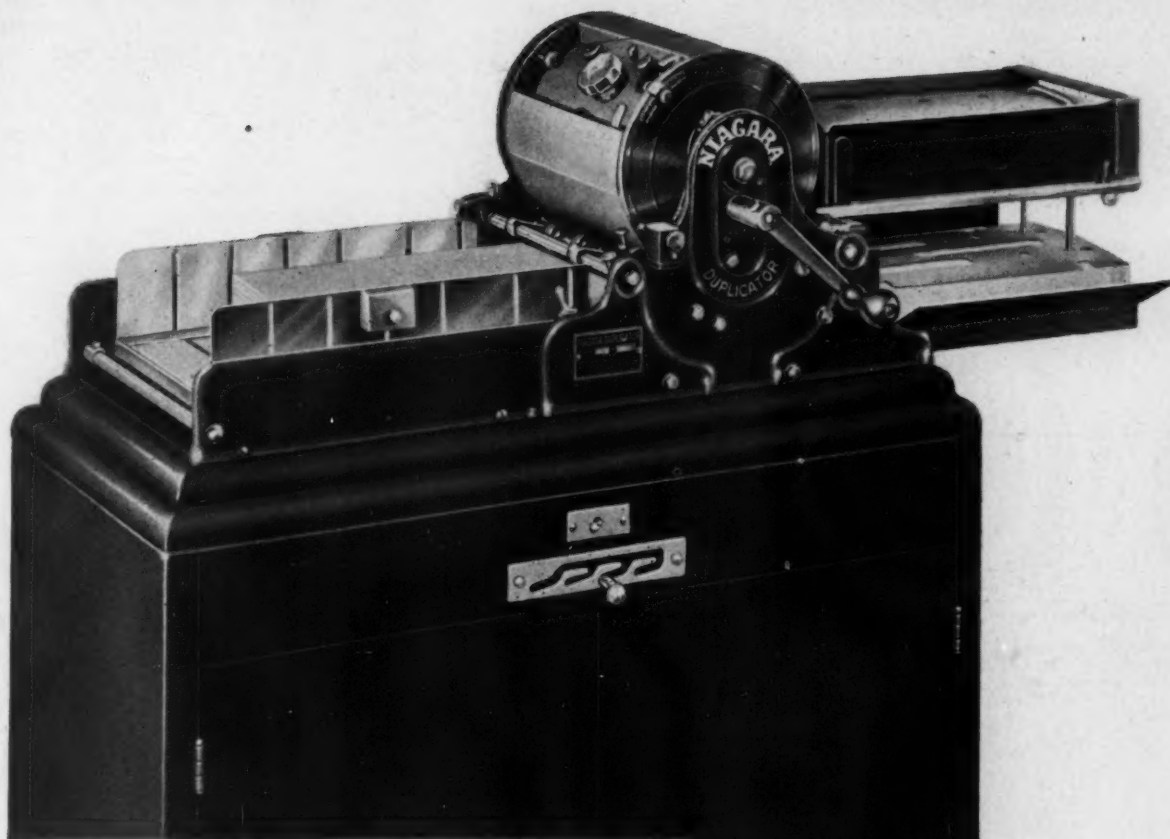
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This month we take pleasure in presenting the New Peabody Movable Steel Frame Chair Desk. It will be in production and available as soon as suitable materials are obtainable. This is the first new model to be announced—others will follow.

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M-328-B, special programs; provides procedures for the assignment of ratings and allocations to fulfill special approved programs for textile, clothing and related products.

New F.S.A. Administrator

The U. S. Senate has confirmed the appointment of Watson B. Miller as Federal Security Administrator. Mr. Miller thus becomes supervisory head of the office for vocational rehabilitation of the U. S. Office of Education and other units of the F.S.A. Mr. Miller replaces Paul V. McNutt, whose assistant he was since 1941.

New Navy Department Plan

A plan involving federally subsidized college education to provide junior officers for a peace-time Navy has been proposed by the Navy Department.

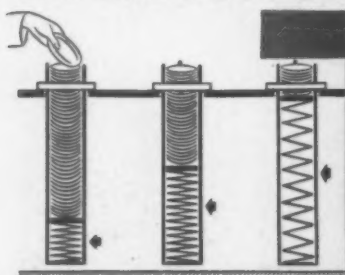
Under this program, it is anticipated that the Navy will get half its officers in the future from the Naval Academy and half from civilian schools. The proposal would streamline and modernize academy courses and effect a complete change in the N.R.O.T.C. plan.

The plan would: (1) increase the size of the Naval Academy to about 6000 men; (2) enroll some 17,000 in the N.R.O.T.C. courses in 52 N.R.O.T.C.

colleges to provide officers for the fleet; (3) make possible the appointment to full Navy-commissioned status of selected men from any accredited college; (4) enroll 7000 men at federal expense at any accredited college for basic schooling for naval aviation.

Appointments to the Naval Academy would permit four or more nominations without priority for each vacancy, the Navy selecting the best candidate. This plan is a modification of the present procedure. Qualifications for N.R.O.T.C. would be determined by examination. The Navy would pay for tuition, books, laboratory fees and \$50 a month expenses and would provide uniforms. Naval science studies would be only a fraction of the course. Emphasis would be placed on basic college courses to qualify students for civilian as well as naval careers.

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Schools in D.P. Assembly Centers

More than 200,000 children in displaced persons assembly centers in Germany are now attending school, according to an announcement of U.N.R.R.A. The program is under the supervision of Walter G. Bergman, Detroit schoolman.

The schools range from kindergarten through secondary school. The Wiesbaden assembly center has a high school, a gymnasium and a basketball team. The camp schools are often located in bombed-out buildings and are without benefit of blackboards, chalk, books, paper or writing materials. Instructors are former teachers and educated volunteers recruited from among the displaced persons.

To obtain needed materials and textbooks, Mr. Bergman is negotiating with military and other authorities. Arrangements include the printing of thousands of textbooks in several languages.

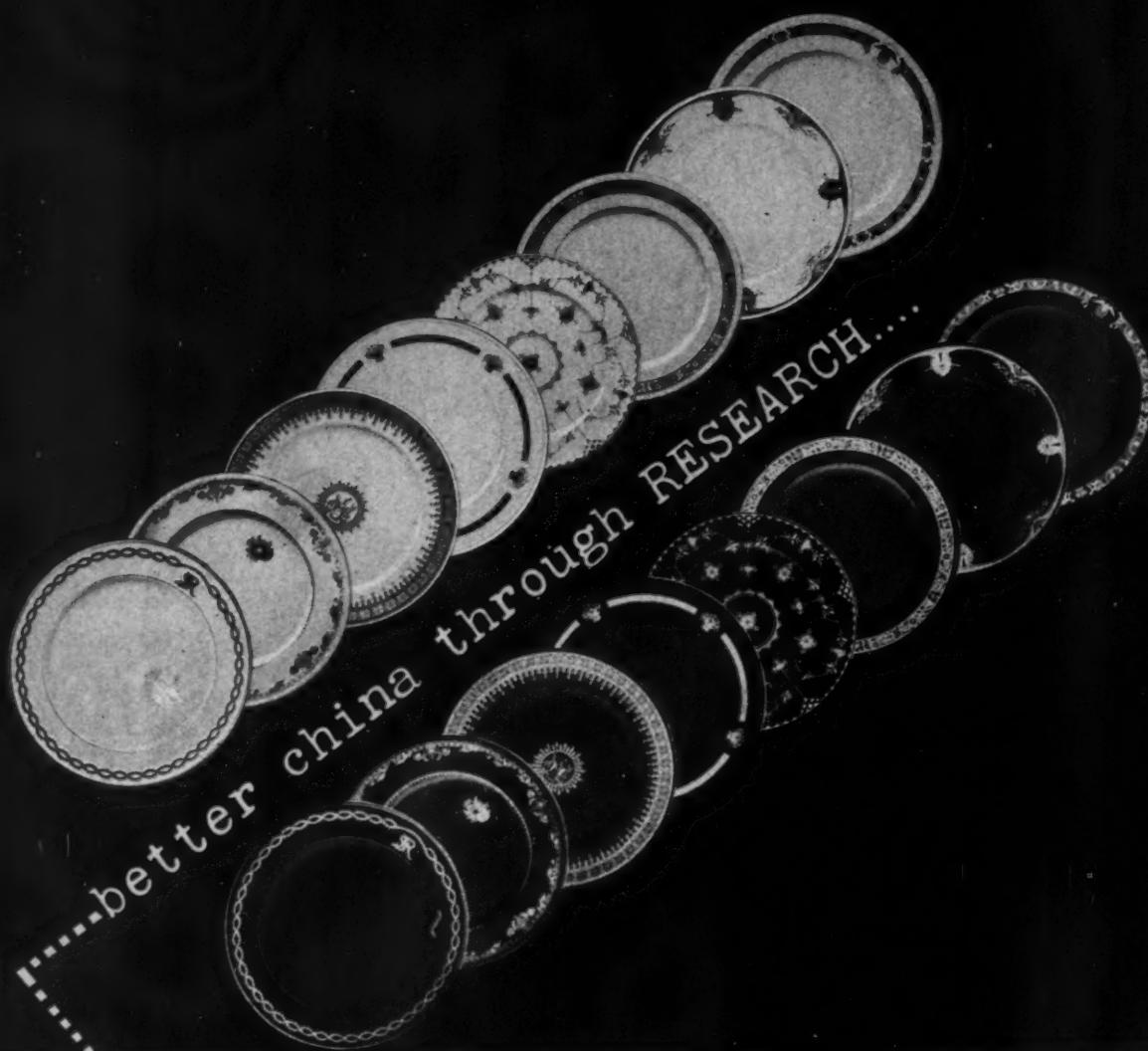
Lumber Under Inventory Control

Lumber was placed under inventory control October 29. The inventory limitations apply to every person who uses lumber for production, operating supplies, maintenance or repair or for construction both for his own account and for the account of another. With lumber added to PR 32, specific inventory limitations now apply to receipts by users of the following building materials: lumber, steel, cast-iron soil pipe, copper wire and brass mill products.

Bills Asking Release From Service

Bills continue to be introduced in the House providing for the discharge or release from duty of certain members of the armed forces, the most recent being H.R. 4585, introduced November 5. The bills would also prohibit the drafting or required enlistment of certain persons in the armed forces.

All the bills agree that any person who



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desires to resume his education or training in an educational training institution, if his education was impeded, delayed or interrupted by his entrance into the service, should be released from active duty in the armed services.

New Vocational Education Bill

H.R. 4384, introduced October 16, known as the "Vocational Education Act of 1945," is similar to an earlier bill, S. 619, in that it does not change the basic provisions of the Senate bill. There are, however, several differences. The new bill provides in effect for the same amount of money but requires more matching of funds by the states and asks less of the federal government.

It is emphasized that H.R. 4384 is an amendment to the George Deen Act of 1936 to extend the program of vocational education. No new program or system is intended. Certain points in S. 619 have been clarified in the House bill and an effort is made to protect state and local rights from federal domination. The new bill has eliminated the definition of what constitutes "of less than college grade."

Under the bill, the sums authorized to be appropriated for the fiscal year beginning July 1, 1945, and annually thereafter are as follows:

\$20,000,000 for vocational education in agriculture.

\$14,000,000 for vocational education in home economics.

\$14,000,000 in trades and industry.

\$3,000,000 for vocational guidance.

\$1,500,000 for vocational training in public service occupations.

\$4,000,000 for vocational training for office occupations.

\$5,200,000 for vocational education in distributive occupations.

\$16,000,000 for area vocational schools.

\$500,000 for supervision of industrial arts training.

The bill was introduced by Congressman Barden of North Carolina. Appropriations would also be authorized for administrative expenses.

Hearings on Universal Training

Hearings on universal military training are scheduled to continue, although the House Military Affairs Committee had to defeat on November 13 a motion to kill present consideration of the Administration-Army sponsored measure. The pending May Bill follows the President's recommendation of one year of continuous military training for all youths between 18 and 20.

Secretary of War Patterson told the committee that Congress must choose between a standing army of 1,750,000 or the military training plan and a standing army of 500,000. Military training, he said, offered the nation the maximum security at the least expense.

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NEWS IN REVIEW

A.A.S.A. Conferences

Regional conferences of the American Association of School Administrators are scheduled to be held as follows:

Kansas City—February 20-22

Atlanta—February 25-27

New York City—March 4-7

Chicago—March 12-14

The speaking programs at the conferences will include general sessions and smaller discussion groups. Exhibits will be held only in New York and Chicago,

in the former city at the Hotel Pennsylvania, in the latter at the Stevens Hotel.

Because of limitations of housing facilities and meeting place capacities invitations which in former years have been sent to other groups to attend A.A.S.A. meetings will not be extended this year. Only those who hold 1946 membership cards of the A.A.S.A. are being invited to attend.

H. A. Allan, business manager, explains that, in the larger cities particularly, only a limited number of single

rooms are available and suggests that those who are planning to attend the conferences arrange for joint occupancy of a twin-bed room with another member of the association.

Commerce Body Backs Education

The United States Chamber of Commerce, and its 2126 affiliated state and local chapters, has unanimously adopted, as of Sept. 14, 1945, the following policy respecting its attitude toward public education:

"Adequate education is essential to the maintenance of our democratic institutions and for the expansion of our economy. Wherever inadequate educational processes exist, proper expenditures should be made to improve them. Business can well afford to share in this expense in consideration of the gains that inevitably result from a proper and adequate educational program. Increased economic and social well-being of the people as a whole follow or accompany rising educational levels in cultural appreciation and technical skills.

"We urge all state and local chambers of commerce, all trade organizations and all business and professional associations to concern themselves intimately and constructively with the educational levels of the states and communities—to analyze with educational administrators and other leaders the various educational programs and to evaluate their adequacy for training youth and adults in cultural appreciation and in technical skills. We further urge the above organizations to acquaint the entire citizenry with the importance and significance of adequate education in the development of broader and sounder economy and the potential of a rising social well-being.

"The public education system of each state should be financed from funds raised within the state.

"The United States Office of Education should be reorganized and strengthened as a national research and service agency and so as to eliminate costly duplication of federal services in the field of education.

"The nations of the world are becoming sufficiently interdependent and closely associated to warrant an interchange of educational standards. This country's participation in this cooperative program should preferably be through the United States Office of Education, in conjunction with the Department of State. The present world conflict is bringing about a recognition of their mutual interdependence and the necessity for their close association, particularly in the restoration, development and maintenance of educational and cultural standards.

"Repealer Clause. The adoption of this statement of policy embraces and therefore supersedes all previously adopted existing policies in the field of educa-

PEACE TIME PLANNING ESSENTIAL NOW FOR OFFICE PRACTICE TRAINING WITH MONROE EQUIPMENT



EQUIP YOUR SCHOOL NOW FOR MONROE TRAINING

Business training, for thousands of returned veterans and for present school enrollments, will include Office Machine skill, and specifically Monroe operation.

Right now we are helping schools to plan ahead in three ways. (1) Recommending the proper machine equipment for your future needs. (2) Helping you plan courses, and discussing and recommending text books. (3) Placing your order for equipment in line for future delivery.

Call on your Monroe representative or write our Educational Department —be ready to meet the demand for Monroe-trained students.

Office Practice Course—30-lesson course adapted to Monroe Educator—50¢ including Teacher's Manual.

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The Monroe Educator is a regular Monroe Adding Calculator for schools only . . . now available for future delivery without priority.



MONROE CALCULATING MACHINE COMPANY, Inc. EDUCATIONAL DEPARTMENT
Orange, New Jersey



but advanced engineering of Delta-Milwaukee means greater satisfaction in your school shop

Other Delta-Milwaukee advantages favorable to your budget and working requirements:

- Low initial investment.
- Minimum operating and maintenance expense.
- Compactness and portability, permitting quick floor rearrangements as projects change.
- Convenient height for small students.
- Fully safeguarded, meeting the acknowledged rigid provisions of the Wisconsin Industrial Commission.

Thousands of shop instructors, supervisors, and department heads regularly specify Delta-Milwaukee Machine Tools, because they know from experience that they can depend on creditable results.

"Hidden values" in Delta-Milwaukee Machine Tools assure you of trouble-free performance . . .

In one word, *quality* is the reason why Delta-Milwaukee Machine Tools are specified in the requisitions of so many shop instructors—men who know tools and know the wisdom of looking beyond the price tags before purchasing.

You can't always *see* Delta quality with your eyes. It doesn't make Delta-Milwaukee tools look much different than other makes of light machine tools.

Yet, *quality is there*—in built-in construction features that mean a lot in helping your students to obtain accuracy with ease . . . that mean greater economy, safety, dependability:

- 1 Lubricated-for-life Ball Bearings.** These bearings are double-sealed against harmful shop dust. They eliminate a maintenance problem, because they are *lubricated for life* when they leave the factory.
- 2 Pre-loaded Bearings.** This is the result of an extra manufacturing operation that reduces the "play" in the bearings, to help you enjoy long-time operating efficiency and less frequent replacements.
- 3 Precision-bored Bearing Seats.** These bearing seats help keep all parts lined up properly, so that your students have greater assurance of producing finished pieces exactly according to dimensions.

4 Precision-ground Shafts. These shafts run without any "wobbling" which might throw off students' measurements.

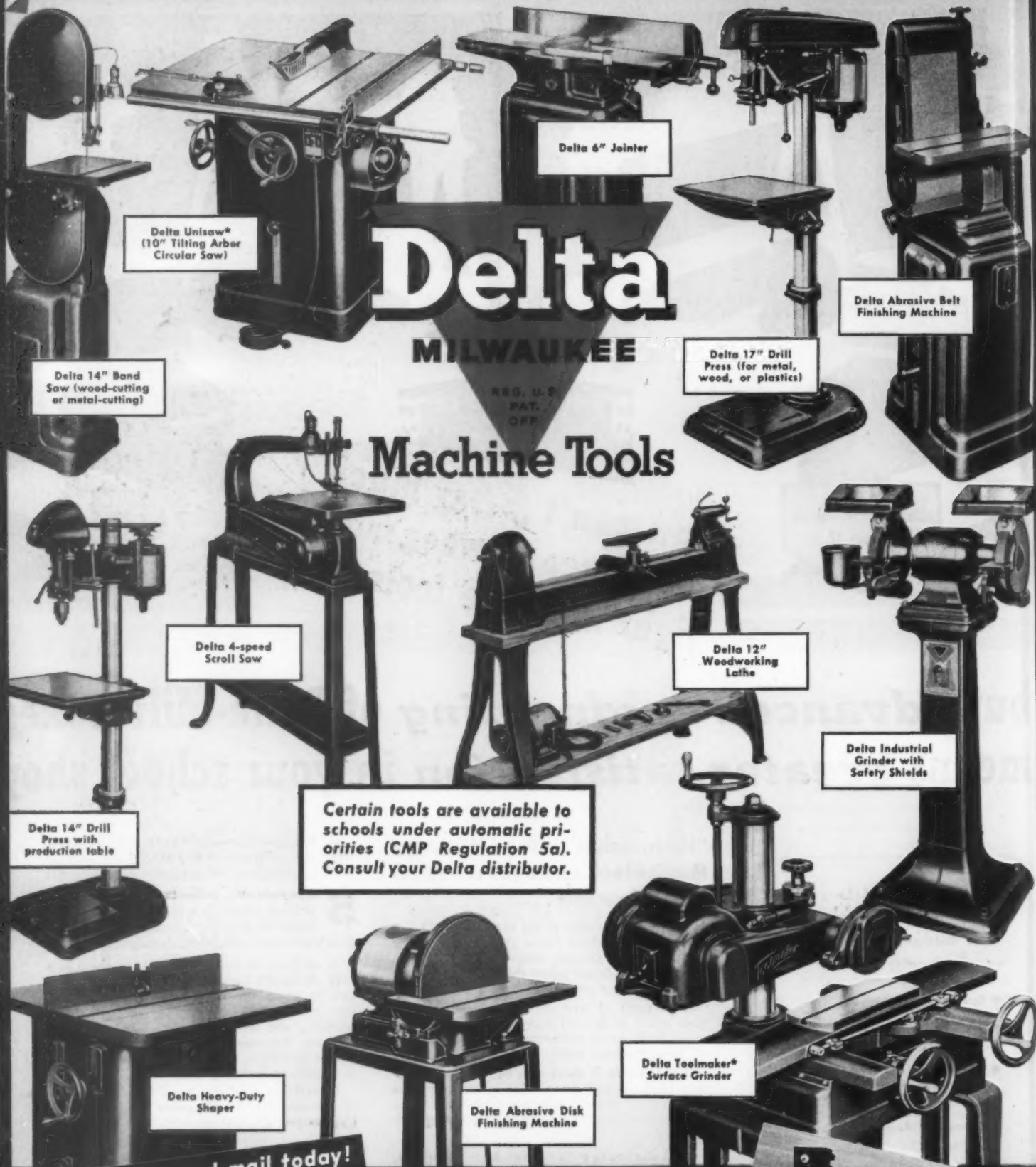
5 Dynamically-balanced Pulleys. The pulleys which transmit the power from motor to tool are dynamically balanced, to help eliminate annoying, damaging vibration.

In addition to helping you enjoy these benefits, Delta-Milwaukee Machine Tools permit you to make the standard of industry *your* standard in the classroom — for both metalworking and woodworking. You give your students the training that industry wants — on the machines that practically every branch of American industry uses.

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Certain tools are available to schools under automatic priorities (CMP Regulation 5a). Consult your Delta distributor.

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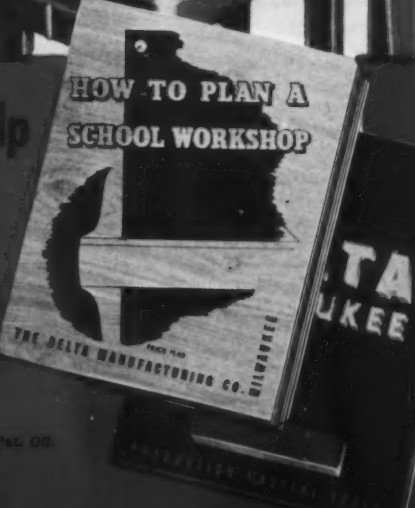
- ☐ "How to Plan a School Workshop."
- ☐ Catalog of low-cost Delta-Milwaukee Machine Tools.

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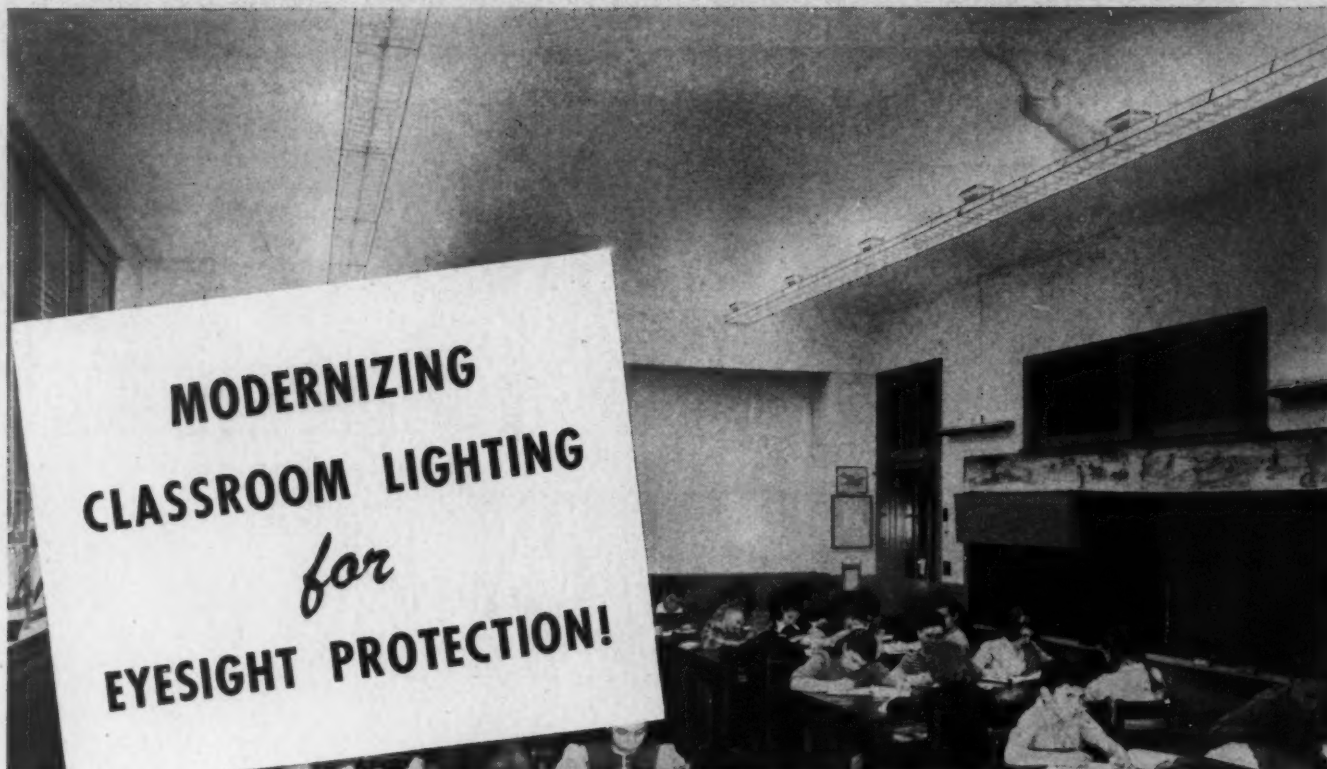
Free Shop Planning Help

44-page Delta book, "How to Plan a School Workshop," provides you with photographs and layout drawings of 30 typical shops, for schools large and small. Also serves as a condensed guide to principles of shop planning to the selection, placement, and efficient use of the major power tools. Request it — and free catalog of low-cost Delta-Milwaukee Machine Tools — by using coupon at left.

HOW TO PLAN A SCHOOL WORKSHOP



MODERNIZING CLASSROOM LIGHTING *for* EYESIGHT PROTECTION!



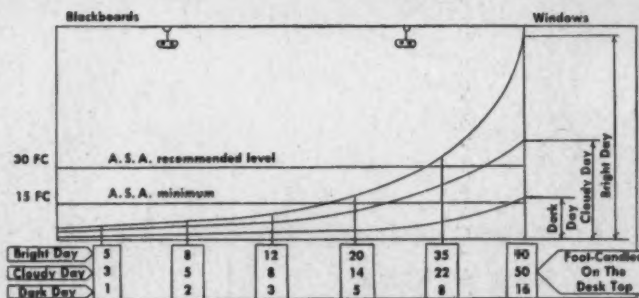
Here's the story in three pictures. The diagram chart at the right shows why lighting modernization is important . . . shows how unfair natural lighting is to the eyes of students in the inner rows.

The photo above shows what one school did about it. This is a typical 20' x 30' standard classroom, relighted with two continuous rows of Wakefield GRENADIERS (PG-2483). Through the choice of these units, considerable saving in wiring time was made since wire could be run along as an integral part of the fixture. Incidentally, GRENA DIERS required only about one-third the number of outlets needed for previous types of lighting. Separate switch controls were provided for each row of units.

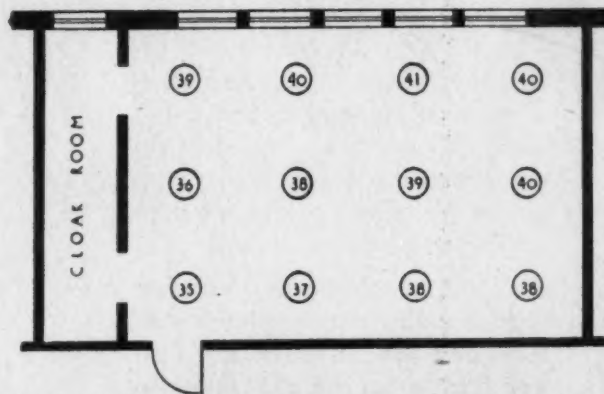
The floor plan, lower right, shows the result: generous, well-distributed, eye-aiding light as indicated in this record of desktop lighting levels (after 100 hours' service).

This lighting treatment may not be the answer for *your* classrooms. But you can be sure of this: Wakefield can help you find the answer. Write The F. W. Wakefield Brass Co., Vermilion, Ohio.

Are you throwing away DOLLARS? Proper lighting maintenance—cleaning fixtures and walls and relamping—can double or triple your light!



How natural light falls off away from windows



Footcandles on desk tops with GRENADIERS

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ALSO THE GRENADIER



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tion and becomes the entire policy of the Chamber of Commerce of the United States in this field."

ADMINISTRATION

Pupils Demonstrate in Los Angeles

Pupils in five Los Angeles junior high and high schools recently staged a two day demonstration in protest against a meeting to be conducted by Gerald L. K. Smith in Polytechnic High School auditorium.

On the second day 500 of them picketed the board of education; 55 were

arrested by the police. After questioning each individually, they booked 13 at Juvenile Hall.

Action against the class-cutters in two of the schools required that parents guarantee that the act would not be repeated. At Hollenbeck, where the protesters climbed over fences when Principal James G. Reinhard ordered the gates closed to prevent their exit, 90 were suspended. At Roosevelt High School, where about 100 booed Principal Thomas L. Daugherty when he appealed to them to return to classes, suspensions were also imposed.

All the arrested pupils not booked

were released on condition that they return with a parent who would promise discipline. Any parent who proved "recalcitrant" would be arrested on a charge of contributing to the delinquency of a minor. The 13 who were booked were ordered to remain until called for by their parents.

Supt. Vierling Kersey told the demonstrators that the school board was powerless under the law to deny anyone a right to speak in the schools.

MEETINGS

Annual Seminar of Reading Clinic

The annual seminar on reading disabilities will be conducted by the department of psychology, Temple University, from January 28 to February 1. Lectures, demonstrations and discussions will be used to develop the central theme which is "Differentiated Remedial and Corrective Reading."

The activities will be differentiated to meet the needs of classroom teachers, remedial teachers, school psychologists, supervisors, administrators, neurologists and vision specialists.

Advanced registration is required. For further information write to Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia 22.

School House Construction Council

The National Council on School House Construction held its annual meeting in Cincinnati, October 26-29. No conference was held in 1944 because of war conditions.

The meeting was highlighted by a revived enthusiasm for and interest in the present problems of planning for the school buildings for the next decade.

The president, W. K. Wilson of the New York State Department of Education, provided a well-balanced and timely program that was ably presented by the speakers and enlivened by discussions. Outstanding were papers and discussions on "Sound Conditioning in School Building" by George M. Nixon of the National Broadcasting Company; "The Distribution of Surplus Properties" by John W. Lewis, assistant superintendent of schools, Baltimore, and "Postwar School Building Costs" by Seymour Williams, inspector of school plants and buildings of New Jersey.

The council has gradually developed over the last twenty years a series of minimum standards for school building construction which have been of great value to architects and school officials. For several years, however, it has recognized that these minimum standards are sometimes interpreted as maximum standards.

In view of trends in education affecting schoolhouse planning, the council at



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SCHOOL FURNITURE
CHICAGO, ILLINOIS

**HAVE YOU RECEIVED
HEYWOOD'S
new Circular?**

A NEW circular showing Heywood's line of tubular, movable school furniture is now available. Those items already in production are shown along with pieces we expect to manufacture within the next few months.

● We'll be happy to send you this circular which shows the Heywood line in full color. Just send a letter or postcard to Heywood-Wakefield Company, 666 Lake Shore Drive, Chicago (11) Ill., and you will get this colorful circular without obligation.

HEYWOOD-WAKEFIELD
School Furniture
CHICAGO ILLINOIS

But they don't fit her!

Of course, they don't. They're much too large. Those clothes were made for Big Sister.

Fitting a child's mind into reference works beyond her age limit is equally as unwise as fitting her body into outsize clothes.

She is left bewildered, uncertain, confused by writing that is scaled to a mature mind.

Not so with *Britannica Junior*, the encyclopaedia prepared especially for children. It makes no attempt to cover both adult and children's reference fields. Its 12 volumes are all intended for the use of children in the elementary grades.

Written by more than 200 educators and librarians — each an authority in his own field — *Britannica Junior* contains more than 4000 pages of fascinating, informative material. Yet it is written in the direct, simple language of boys and girls.

When *Britannica Junior* is added to your classroom library, your students will find learning more interesting, and therefore easier. They will develop a taste for knowledge, a thirst for information that will help solve many of your teaching problems.

➔ FEATURES YOU'LL APPRECIATE:

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Vol. 36, No. 6, December 1945



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Cincinnati this year determined to engage itself actively during the coming year in supplementing and modifying these standards so that they will more adequately keep pace with the rapidly changing demands of modern school-house planning.

Those presenting papers and leading in discussion were Dr. H. L. Smith, dean of the school of education, University of Indiana; Max U. Bilderssee, state department of education, Albany, N. Y.; R. R. Loudermilk, U. S. Office of Education; Ray L. Hamon, U. S. Office of Education; W. G. Eckles, state department of education, Mississippi; John H. Herrick,

assistant superintendent of schools, Cincinnati, Ohio; John L. Essex, state department of education, Albany, N. Y.; Marion Telford, National Safety Council; W. F. Credle, state department of education, North Carolina; W. W. Carpenter, University of Missouri, and the three speakers mentioned earlier.

Officers elected for the coming year are: president, H. C. Headden, state department of education, Nashville, Tenn.; vice president, W. F. Clapp, state department of public instruction, Lansing, Mich.; secretary-treasurer, J. L. Graham, state department of public instruction, Tallahassee, Fla.

Executive committee members are: C. E. Laborde, state department of education, Baton Rouge, La.; Charles Bursch, state department of education, Sacramento, Calif.; I. O. Friswold, state department of public instruction, St. Paul, Minn.

Experimental Adult Education

The annual meeting of the Michigan Council on Adult Education, which was

Superintendent's Book Shelf

JUVENILE DELINQUENCY AND THE SCHOOL. By William C. Kvaraceus. Yonkers-on-Hudson, N. Y.: World Book Company, 1945. \$2.

LINCOLN AND THE LAND OF THE SANGAMON. By Louis Obod Rente. Boston: Chapman & Grimes, 1945. \$2.50.

TOWARD IMPROVING PH.D. PROGRAMS. By Ernest V. Hollis. Washington, D. C.: American Council on Education, 1945. \$2.50.

A GUIDE FOR PLANNING SCHOOL BUILDINGS. Bulletin No. 338. Lansing, Mich.: State Department of Public Instruction, 1945.

RELIGIOUS LIBERTY: AN INQUIRY. By M. Searle Bates. New York: International Missionary Council, 1945. \$3.50.

EDUCATION IN CHILE. By Cameron D. Ebaugh. Bulletin No. 10. Washington, D. C.: U. S. Office of Education, 1945. 25 cents.

A PRIMER FOR POSTWAR PROSPERITY. By J. Walter Thompson Company. New York: J. Walter Thompson Co., 1945. 16 cents.

HERE'S HOW IT'S DONE. A Popular Education Guide. By Florence B. Widutis. New York: Postwar Information Exchange, Inc., 1945. \$1.

GYPS AND SWINDLES. By William T. Foster. Pamphlet No. 109. New York: Public Affairs Committee, 1945. 10 cents.

NON-ORAL READING. A Study of Its Use in the Chicago Public Schools. By G. T. Buswell. Chicago: University of Chicago Press, 1945.

ADMINISTRATIVE STUDIES OF THE SCHOOLS OF BAYONNE, NEW JERSEY. S. M. Brownell, Director of Studies. Bayonne, N. J.: Board of Education, 1945.

YOUR SCHOOL AND ITS GOVERNMENT. By Earl C. Kelley and Roland C. Faunce. New York: National Self Government Committee, Inc., 1945.

SOME WENT TO COLLEGE. By Roland C. Faunce. A Follow-Up Study of the College Records of 382 Graduates of Michigan High Schools. Lansing, Mich.: State Board of Education, 1945.

THE MICHIGAN SECONDARY STUDY. Prepared by Theodore D. Rice and Roland C. Faunce. Lansing, Mich.: State Board of Education, 1945.

TEACHERS ARE PEOPLE. Lyrics of Virginia Church. Santa Barbara: Wallace Hebbard, 1945. \$1.

ADMINISTRATORS ADULT EDUCATION HANDBOOK. Bulletin No. 334. Lansing, Mich.: State Department of Public Instruction, 1945.

IN 151 MICHIGAN COMMUNITIES. First Annual Report of the Michigan Experimental Adult Education Program. Bulletin No. 3049. Lansing, Mich.: State Department of Public Instruction, 1945.

REMEMBER THIS!

The time isn't too far off when you will have a choice of the kind of washroom towels you will be able to purchase for your school. When that time comes, don't buy "just towels," but think in terms of purchasing —

FAST ABSORBENCY

Ability of a towel to absorb the water on the hands quickly and completely.



STRENGTH

Ability of a towel to hold together during the drying process.



GREATER DRYABILITY

Combination of strength, absorbency and softness giving greater drying capacity.



Compare Mosinee towels with others and you'll find they excel in ALL of these important features.

BAY WEST PAPER CO.

Green Bay, Wisconsin

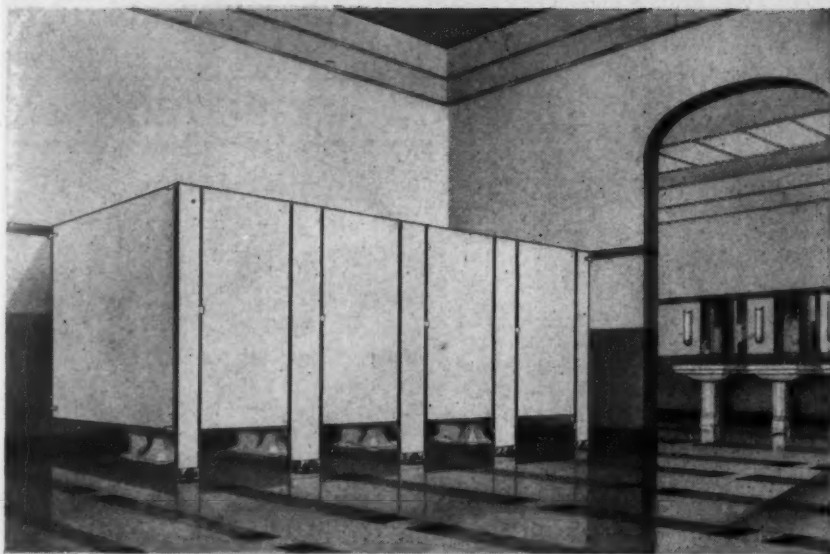
A DIVISION OF MOSINEE PAPER MILLS CO.



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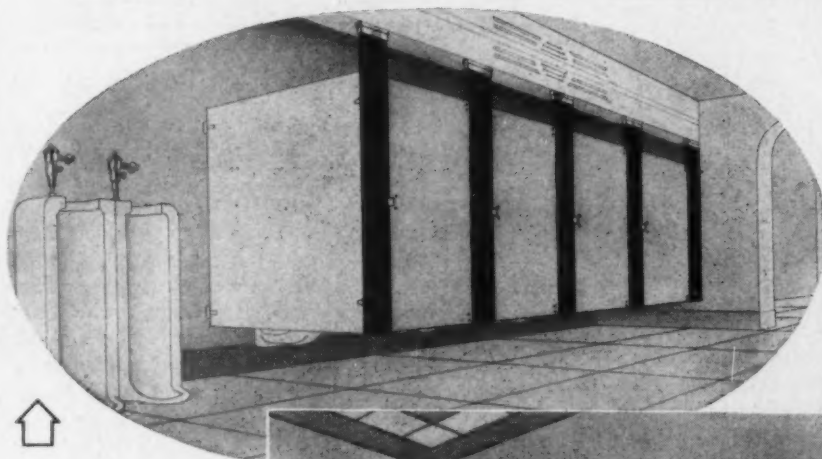
SULPHATE TOWELS

PREP-TOWLS • ZIP-TOWLS • TURN-TOWLS • ROLTOWLS

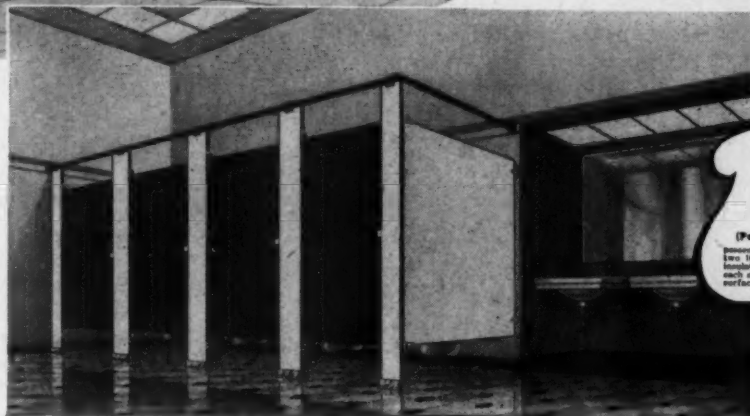


Sanymetal Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedded to utility fulfills all requirements. Unadorned utility no longer satisfies a public accustomed to bathrooms embodying varying degrees of modernity and elegance.

Available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel. "Porcena" (porcelain on steel) is available in a variety of standard colors.



Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment. They make up into a rigidly fixed installation. Available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel.



A TOILET ROOM ENVIRONMENT IS AS IMPORTANT AS OTHER SCHOOL ENVIRONMENTS

The treatment of a school toilet room environment is no longer secondary to its utility. Blending the utility of toilet facilities with appropriate toilet room surroundings results in environments that are in keeping with other modern interior school environmental treatments. Toilet compartments usually dominate a school toilet room and influence its environment. Resuming a pre-war practice, Sanymetal again offers several different types of toilet compartments for creating the most suitable toilet room environment for every type of school building. Sanymetal "Porcena" Toilet Compartments are fabricated of the ageless, ever-bright material, porcelain on steel, and embody the results of over 30 years of specialized skill and experience in making over 68,000 toilet compartment installations. Ask the Sanymetal Representative in your vicinity for information about planning suitable toilet room environments.

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Sanymetal Academy Type Toilet Compartments provide a certain distinctiveness. This type of partition is the only one in which all the dignity and distinctiveness of standard flush type construction, unmarred by posts, is appropriately combined with headrail. These toilet compartments are available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel.

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"PORCENA"

(Porcelain on Steel) TOILET COMPARTMENTS

Because the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dome bonding core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to colors, acids and moisture.

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TOILET COMPARTMENTS

Send coupon for Catalog No. 83 illustrating Sanymetal modern toilet room environments. Several attractive designs and colors available. Or for immediate action, consult your local Sanymetal Representative. Just look under "Partitions" in your phone book.



held in Ann Arbor in October, considered the progress of the experimental adult education program on both state and local levels and held an open forum at which leaders and workers exchanged ideas.

A feature of the Michigan plan is that the legislature provides \$250,000 a year for the experimental program which has become an integral part of the educational life of many communities. This sum is partly matched by local and college funds for establishing discussion groups, labor relations courses, citizenship programs and home and family living courses.

School Lunch Workshop

A school lunch workshop was held at the H. Fletcher Brown School, Wilmington, Del., recently. At each meeting a prominent speaker talked on some phase of lunchroom management. Exhibits, demonstrations, films and general discussions on food problems were added attractions. Among the participants were: Mary deGarmo Bryan, head of institution management, Columbia University; Frances Hoag, state adviser on school lunches for Pennsylvania; Norma Russell, supervisor of school lunches, Philadelphia; Phyllis Sprague, War Food Administration, and W. H. Lemmell,

superintendent of schools, Wilmington, Del.

INSTRUCTION

Curricular Reform at Harvard

The curricular reform embodied in the report of the Harvard University Committee of 12, "General Education in a Free Society," has been approved by the faculty of arts and sciences of the university and will be put into effect gradually. Essentially, the program seeks to provide a broader cultural foundation for college education.

The plan will begin on an optional, rather than a compulsory, basis. Some of the general education course will be set up for the term starting September 1946 and the plan will continue on an experimental basis until teaching and curricular methods have been so perfected as to justify extending the system to all students.

AUDIO-VISUAL AIDS

For Use of Audio-Visual Materials

Whether or not to have a specially constructed audio-visual room for the showing of motion pictures, film strips, slides and other aids is a question that is arising in connection with the construction of new school buildings.

Francis W. Noel, chief of the division of audio-visual education of the California state department of education, writing in a recent issue of *California Schools*, states that, according to recent figures in that state, "the construction costs of such special rooms will be at least \$8 to \$10 per square foot. For a special room 24 by 40 feet the cost would be approximately \$9600. Usually when such rooms are being considered they are designed to be much larger. However, when the figure of \$9600 is compared with the cost of curtains or other darkening facilities for each classroom, it becomes evident that all classrooms in most buildings could be darkened for the cost of one such special audio-visual room."

Furthermore, Mr. Noel states, the pre-war studies of the American Council on Education in audio-visual education "clearly indicate that the use of audio-visual aids must be thought of primarily in terms of *improving instruction in the classroom*. . . . The use by small groups, in the regular classroom environment, of materials chosen in terms of curriculum needs and utilized in the light of good instructional practices is the fundamental justification for audio-visual materials in the school." The experiences of the armed forces are said to substantiate these findings.



It's amazing the speedy way BRITEN-ALL makes dirt vanish—from all types of floors and painted or varnished surfaces. And less time taken to clean floors means more time available for other maintenance duties. No wonder BRITEN-ALL is replacing time and money-wasting cleaning methods in hundreds of America's schools. One trial will convince you.

FAST and SAFE

BRITEN-ALL is a scientifically prepared liquid cleaning compound. Cleans floors quicker and cleaner. Absolutely SAFE. Contains no grit or acid—nothing to injure the finest of floors. More economical, too, because highly concentrated—more gallons of more efficient cleaning solution per ounce. Try it.

Consult Us—If you have floor cleaning problems . . . if your floor cleaning expense is too high—in maintenance time or supplies—let Vestal analyze your problem. Perhaps we can suggest a better way.

VESTAL CHEMICAL LABORATORIES, Inc.

ST. LOUIS

NEW YORK



High School, Ogden, Utah
Hodgson & McClenahan, Architects, Ogden

Why JOHNSON *Dual* CONTROL means so much to School Building Management

Johnson *Dual* Control provides exactly the correct temperature in every room. Going further than that, it automatically takes care of the problem of heating only the occupied rooms, without the necessity of installing separate steam mains.

High school activities are many and varied, resulting in temperature requirements which change continually, for different sections of the building. How satisfactory it is, in such buildings as the Ogden, Utah, High School, to be able to have a comfortable occupancy temperature in portions which are in use and a reduced economy temperature in the rest of the building, section by section!

At Ogden, the 141 Johnson *Dual* Thermostats are commanded by six central switches. The thermostats in the auditorium, cafeteria, gymnasium, offices, east classrooms and west classrooms are arranged in such a way that any of the sections may be heated, while fuel is being saved by operating the others at reduced temperatures. This provides completely flexible control of the 114 radiators and 85 unit ventilators

which comprise the heating and ventilating system.

Fuel savings grow when the efficiency of Johnson *Dual* Control is translated into actual dollars. Operating engineers know that tons upon tons of fuel are devoured unnecessarily in over-fired boilers. To them, the tremendous saving of economy heating has real meaning . . . so much so that the efficiency of Johnson *Dual* Control systems are approved enthusiastically by the men on the job.

For half a century, Johnson, a nation-wide organization of engineers, has specialized in solving automatic temperature control problems. Johnson *Dual* Temperature Control may be installed in existing buildings, regardless of whether or not they already are equipped with a control system. If you are in doubt about the efficiency of your present control system or are planning a new one, call a near-by Johnson representative. A consultation will not obligate you. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.

JOHNSON *Automatic Temperature and Air Conditioning* **CONTROL**
DESIGN • MANUFACTURE • INSTALLATION • SERVICE

FM Educational Network in Wisconsin

Wisconsin is the first to embark upon a state FM educational network, having recently filed license applications for the first two units of a proposed system of seven FM stations.

One application is for a 10 kilowatt transmitter to serve Milwaukee and the eastern lake shore area and the other for a 3 kilowatt station to be located on the campus of the University of Wisconsin.

All stations will operate noncommercially in presenting educational public service programs. Back of the license requests is the State Radio Council which is made up of 11 members representing the university, the state department of public instruction, teachers' colleges, the state board of vocational and adult education, the state department of agriculture and the governor.

Station WHA at the university, which has operated since 1919, is expected to provide a large share of the program service for the FM network.

The 1945 award for leadership in radio education was recently presented by the School Broadcast Conference in Chicago to Harold B. McCarty, director of station WHA. Mr. McCarty is head of the division of radio education at the university, a member of the Federal Radio Education Committee and radio chairman for the National Congress of

Parents and Teachers. He is also director of the Wisconsin School of the Air, which offers one of the foremost examples of effective school broadcasting.

To Inform Public About Schools

The public schools of Hutchinson, Kan., in cooperation with the P.T.A. and station KWBW, are presenting a series of seven broadcasts at intervals throughout the winter and spring to inform the community about postwar developments in the school system.

Supt. W. R. Godwin made the first broadcast, his subject being "Looking Ahead to a Future That Is What We Make It." The November broadcast was made by John C. Foster, president of the board of education, on "A Postwar Plan of Building." Subsequent talks will be given by the dean of the junior college, two principals, the business manager and a past president of the board of education, the subjects covered to include faculty development, curriculum revision, service extension, business management.

MISCELLANEOUS

\$2 per Child for Visual Aids

Virginia's recent appropriation of \$2 per pupil for visual aids has led to the

placing with Encyclopaedia Britannica Films of the largest single order from a civilian source ever received, more than 2800 sound and silent films. Governor Colgate Darden announces that the state will make electric current available to each of 2000 school buildings that do not have it to aid the new visual instruction program. The Virginia legislature also appropriated \$4,000,000 to increase teachers' salaries this year.

Educational Program for Employees

The International Harvester Company is planning in cooperation with the University of Chicago an educational program for its thousands of employees for developing a broader understanding of the company's activities and promoting their welfare by enabling them to train for other responsibilities within the organization.

The project will enable the university to study adult education methods on a large scale outside its classrooms. A temporary instruction center devoted largely to training key sales personnel will be opened in Chicago and at more than 100 company branches throughout the country.

Present factory training programs will be expanded at the same time so that the manufacturing personnel also will have new educational advantages.



"X-ACTO MOST USEFUL TOOL" says expert designer and craft teacher

"I consider an X-acto Knife the most useful tool in a model-builder's workshop," says young Martin Powell, brilliant designer of prize-winning plane models. Air Youth of America has used many of his models.



Safer for students, too

In teaching crafts to children, aged 8 to 12, Mr. Powell found that X-acto "eliminated the danger of razor blades. The firm-grip handles permitted the children to carve safely, and turn out better work."

KEEPS INTEREST HIGH

Whittling, modeling, shop work, are easier with an X-acto Knife. Students are encouraged when they work accurately, with less effort, less spoilage. Teachers are keen about X-acto, too.

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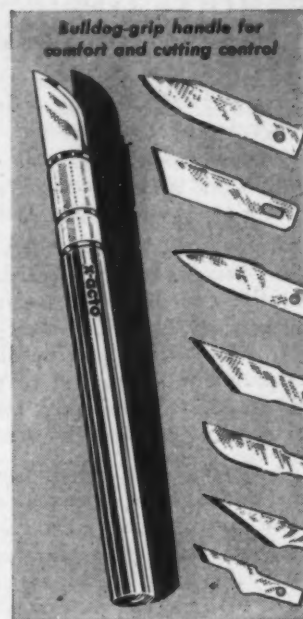
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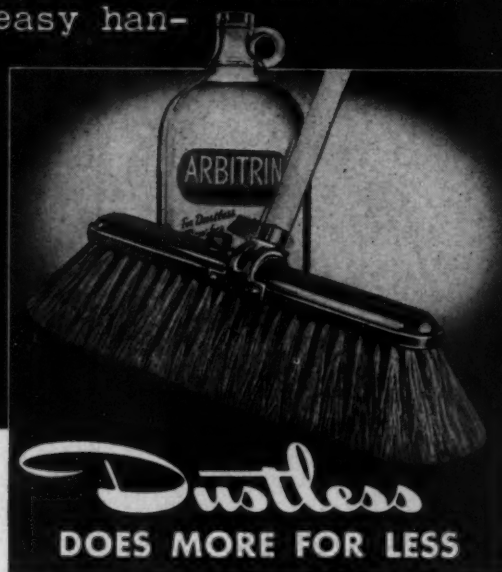
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The Dustless brush is the only brush ever perfected for "Dustless" sweeping. Tests have proved that it reduces dust, in the air after sweeping, 97%. In addition it eliminates sweeping compound, saves labor and

outlasts ordinary brushes 3 to 1. Here are the reasons for such outstanding performance: the Dustless brush has a reservoir in its back for Arbitrin sweeping fluid. In the process of sweeping, Arbitrin filters through the brush and makes the best kind of sweeping compound out of every particle of dust it contacts. This brush also has five other exclusive construction features for easy handling and long life. Get complete facts about this better method of sweeping. Write today.



"Dustless"—"Speed Sweep"—
"Speed Wash"—brushes

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Books Across the Sea Contest

Books Across the Sea societies in Great Britain and this country, with the co-operation of Roy Publishers, are sponsoring a yearly prize contest for school scrapbooks, suitable for publication, which will merit the title Ambassadors of Good Will.

Roy Publishers is offering \$100 as first prize, \$50 as second and \$25 as third to schools in this country and Great Britain alike. Royalties on books published will go to the Books Across the Sea societies—\$1000 to the American society and \$1000 to the society of Great Britain. The money will be used for building up new circles in other countries.

The exchange of scrapbooks between the two countries was begun four years ago in connection with the main work of the two Books Across the Sea societies of sending to each other's libraries selected "Ambassador Books" interpreting one country to another. In the scrapbooks, groups of people, young and old, have created pictures of their own daily lives. School groups have been most active in this work.

Scrapbooks will be judged in the country to which they are sent. The panel of judges in each country will consist of one representative of the educational field, three members of Books Across the Sea and one of Roy Publishers. Schools

wishing to enter the contest must register with the Books Across the Sea society by February 1946. Scrapbooks eligible for the contest must be made between September 1945 and April 1946.

The address for inquiries is: Contest Editor, Books Across the Sea, Roy Publishers Prize Contest, Room 808, 25 West Forty-Fifth Street, New York 19, N. Y.

Births High Since Pearl Harbor

Since Pearl Harbor, births in the United States have reached 10,569,000, which is 1,000,000 more than the experts had estimated. Children under 9 years of age, under revised estimates, will be the largest single group in the population divided into 10 year segments.

Increases Value of Scholarships

Illinois has amended its law covering scholarships for honor pupils in the high schools of the state for attendance at the five state teachers' colleges.

The most important change gives each scholarship a value of \$80 a year instead of \$30 as before. Under the old law, the school was reimbursed by the state treasurer for the individual's tuition. Under the new law the pupil pays his tuition and fees in full upon enrollment and will be reimbursed at the end of each quarter for the amount paid, up to the sum of \$80 a year.

These scholarships can be used during summer sessions as well as regular sessions. They may be used over a period of six years instead of four, provided the president of the college is satisfied that the individual needs a leave of absence "for the purpose of earning money to defray his expenses or on account of illness."

This change in the law places these scholarships more nearly on a par with those offered for similar attendance at the University of Illinois.

School Board Council

The National Council of State School Boards Associations was reactivated at the recent conference of the Illinois Association of School Boards and the Illinois City Superintendents Association. Arthur J. Crowley of New York is the new president; Fred F. Thatcher of Louisiana, first vice president; Charles T. Whitaker of Idaho, second vice president, and Robert Cole of Illinois, executive secretary-treasurer.

Delegates from six state associations were in attendance.

Cuba Plans for Education

Rural school improvements under government auspices are under way in numerous Cuban provinces and the army is assisting in the building program.

HILLYARD'S SuperGYM FINISH



★Hillyard's Super Gym Finish has been used on Madison Square Garden Floor for eleven seasons. This floor, probably the most famous of any in the basketball world, has the best of the country's teams play on its surface every year. The players like its non-skid, super-safe, no glare surface. It adds to the eye appeal and to fast playing games. For entire satisfaction use Super Gym Finish on your floors. Outstanding Coaches and Athletic Directors recognize its superior qualities.

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★During the Christmas Holidays is the time to clean up and re-finish floors that need attention. There is ample time without interference. The Hillyard Floor Treatment Engineer in your locality will gladly help. Call or wire us today, no obligation.



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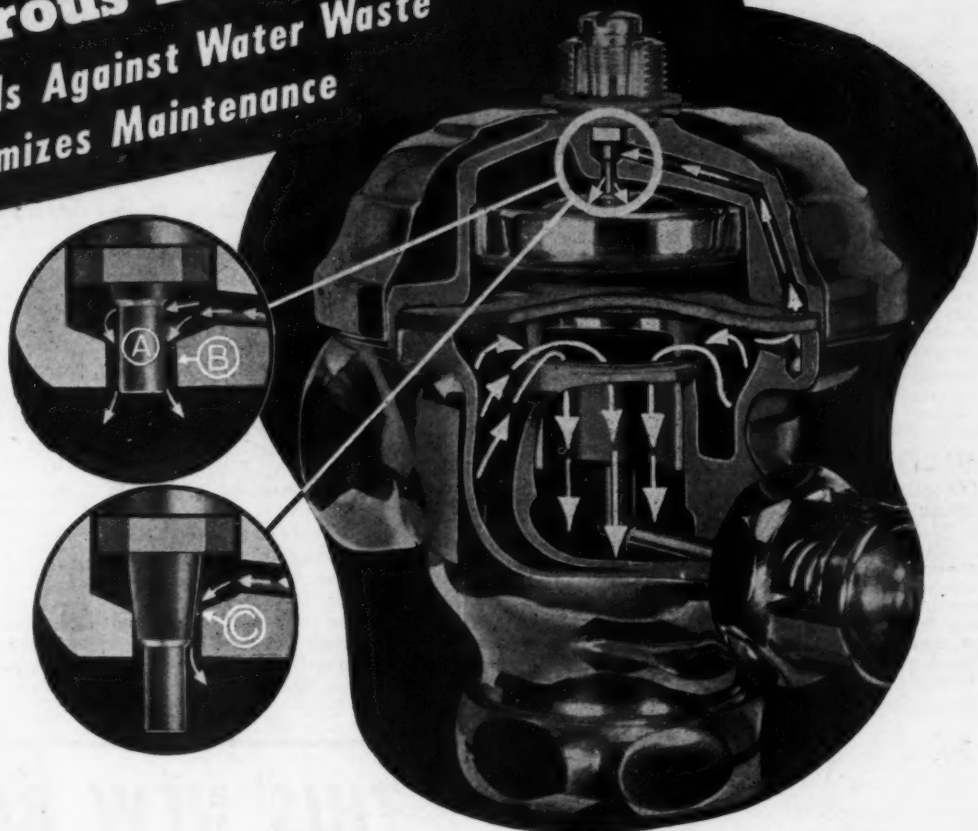
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The Self-Cleansing By-Pass in Watrous Flush Valves

- Guards Against Water Waste
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... Another
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Points of Superiority

Water Saver Adjustment
✓ Self-Cleansing By-Pass
Single-Step Servicing
Self-Tightening Handle
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Screenless Silent-Action
Sturdy Brass and Bronze
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• The by-pass is the control-center of a flush valve. A small stream of water flowing through this by-pass governs the duration of the flushing period.

Watrous Flush Valves, in both diaphragm and piston types, have an automatic, mechanical device which cleanses the by-pass before each flush. This is a time-proven feature that *safeguards against prolonged flushing due to foreign matter in the water.*

When you specify Watrous Majestic or Imperial Flush Valves you get this important safeguard on every fixture—a safeguard that adds greatly to the economy and dependability of flush valve operation.

Before you select flush valves for your next job check up on the many Watrous points of superiority.

THE IMPERIAL BRASS MFG. CO., 1239 W. Harrison St., Chicago 7, Ill.

How the Watrous Self-Cleansing By-Pass Works

At the start of each flush, plunger (A) is mechanically lifted from its position in the by-pass orifice (B). This greatly enlarges the orifice, momentarily allowing a very large amount of water to flow through it. This effectively washes away any ordinary dirt or sediment which may have become lodged there.

The plunger then drops down again in the orifice, which now has been thoroughly cleansed, and establishes the normal by-pass opening (C). This assures the proper length of flush.

For complete information on Watrous Flush Valves write for Catalog No. 448-A. Also ask for Bulletin No. 477 giving a summary of "Architects' Views on Flush Valve Applications".



• The exclusive Watrous self-cleansing by-pass is one of the many reasons why the selection of Watrous Flush Valves is a source of constant satisfaction over the years to everyone concerned.

THEY PAY FOR THEMSELVES
IN THE WATER THEY SAVE

Watrous Flush Valves

President Grau San Martin recently dedicated the first rural school built under this cooperative program in Cumbre, Matanzas.

At a recent conference of school inspectors, resolutions were adopted asking for increase of salaries for rural teachers; the creation of school lunchrooms; registration of teachers; residences for district inspectors; a widespread illiteracy campaign, and creation of school cooperatives and other organizations for the benefit of teachers.

PUBLICATIONS

Bibliography of Economic and Social Study Material. List of reference and supplementary reading materials and motion pictures available to teachers, school librarians and leaders of study groups. New York 20, N. Y.: National Association of Manufacturers, 14 West Forty-Ninth Street.

School Lunch Recipes Using Canned Foods. For use of all schools, those serving government-sponsored types A, B and C lunches and those serving various types of lunches. Recipes in quantities of 25 and 50. Washington 6, D. C.: National Canners Association, 1739 H Street N.W. No charge.

Building Electrical Equipment for the Farm. By W. A. Ross, W. P. Beard, Jay Deiss and Lee C. Prickett. A manual for teachers of vocational agriculture, giving reliable subject matter organized in usable teaching form for instructing boys in building safe and simple electrical equipment for the farm. Vocational Division Bulletin 209, Agricultural Series 54. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office. 20 cents.

A Handbook for the High School Teacher-Librarian. By Eunice Wolfe. An outline of basic principles and techniques of library administration helpful to the busy classroom teacher who must

Coming Meetings

American Association of School Administrators, Kansas City, Feb. 20-22; Atlanta, Feb. 25-27; New York City, March 4-7; Chicago, March 12-14.

Association of School Business Officials, Pittsburgh, April 14-18.

California Teachers Association, Hotel Biltmore, Los Angeles, Dec. 15, 16.

Colored Teachers' State Association of Texas, Anderson High School, Austin, Nov. 29, 30. Idaho Education Association State Delegate Assembly, Boise, April.

Illinois Education Association, Hotel Morrison, Chicago, Dec. 27-29.

Iowa State Teachers Association, Shrine Auditorium, Des Moines, Jan. 31-Feb. 2.

Kentucky Education Association, Hotel Brown, Louisville, April 17-19.

Michigan Education Association Representative Assembly, Hotel Olds, Lansing, April 5, 6.

Ohio Education Association, Hotel Deshler-Wallick, Columbus, Jan. 18, 19.

Oklahoma Education Association, Municipal Auditorium, Oklahoma City, Feb. 14, 15.

Oregon State Teachers Association, Portland, March 28-30.

Pennsylvania State Education Association, Hotel Penn-Harris, Harrisburg, Dec. 26-28.

South Dakota Education Association Delegate Assembly, Aberdeen, Dec. 7, 8.

Tennessee Education Association, Hotel Andrew Jackson, Nashville, April 18-20.

Tennessee Negro Education Association, A. and I. State College, Nashville, April 18-20.

also keep a library going. The procedures apply equally well in grade school situations. Studies in Education No. 30. Emporia, Kan.: Kansas State Teachers College of Emporia.

1945-46 Calendar Manual of the C.B.S. American School of the Air. A 224 page working prospectus of the 150 broadcasts in the series heard Mondays through Fridays for thirty weeks beginning October 1, at 5:00-5:30 p.m. EST. New York 22, N. Y.: Education Division, Columbia Broadcasting System, 485 Madison Avenue.

Seeking Solutions Through Democratic Discussions. A handbook for teacher leaders and program chairmen on how to use Democratic Discussions, a public service of the New Jersey Education Association. Trenton 8, N. J.: New Jersey Education Association, 200 Stacy-Tre... Hotel.

From Pearl Harbor Into Tokyo. The story of the war in the Pacific as told by war correspondents on the air and transmitted by C.B.S. throughout America and the world. Compiled and published by the Columbia Broadcasting System. Illustrated. New York 22, N. Y.: Columbia Broadcasting System, 485 Madison Avenue. 25 cents.

Planning and Equipping the Educational Theatre. By A. S. Gillette, technical director, University Theatre, State University of Iowa. An aid to directors, school administrators and those planning educational theaters in understanding the problems involved in theater construction and in avoiding some of the mistakes found in high school and college theaters. Cincinnati 24, Ohio: The National Theatrical Society, College Hill Station. 60 cents.

Should Price Control Be Retained? By Farold G. Moulton and Karl T. Schlotterbeck. An analysis of price control in the transition period, leading to the conclusion that, "beyond the setting of initial prices for products whose manufacture was suspended during the war, the continuation of price control is impracticable." Washington 6, D. C.: The Brookings Institution. 50 cents.

Will Negroes Get Jobs Now? By Herbert R. Northrup. A discussion of Negro labor during



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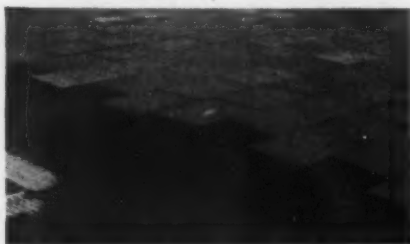
For Modern School Roofs— *PC FOAMGLAS* Insulation



The roof of the new West Seneca School, at Orchard Park, New York, is insulated with PC Foamglas. This retards heat travel into and out of classrooms, protects the health of teachers and pupils. Architect, Roswell Pfohl, Buffalo, New York—Roofer, Power City Roofing Company, Buffalo, New York.



This picture shows how PC Foamglas Insulation is applied and how roofing is built up. Concrete slabs are covered with hot pitch. Then, in turn, PC Foamglas, pitch, four plies of roofing felt, pitch and gravel are applied. All sorts of flat deck roofs, on all sorts of buildings all over the country, have been insulated—for good—with PC Foamglas.



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So PC Foamglas will help to maintain comfortable temperatures in top floor classrooms, winter and summer, throughout the life of the building. Heat losses are reduced, saving fuel, easing the load on the heating plant. Furthermore, the excess heat of the sun does not penetrate the roof to make the rooms too warm for teachers and pupils.

We have published a booklet which contains charts and tables, detailed specifications and clear directions for installing PC Foamglas Insulation. We shall be glad to send you a free copy if you will just fill in and mail the convenient coupon. Pittsburgh Corning Corporation, Room 813, 632 Duquesne Way, Pittsburgh 22, Pa.

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T. M. REG. U. S. PAT. OFF.

the war, the gains made, the outlook for Negroes in particular industries, fair employment practices. Public Affairs Pamphlet No. 110. New York 20, N. Y.: Public Affairs Committee, Inc., 30 Rockefeller Plaza. 10 cents.

Developing Human Resources. Report of Supt. Maurice J. Thomas on education in Rochester, Minn. A discussion, with illustrations, of the practices, problems, educational philosophy, significant plans for improvement of the Rochester schools. Rochester, Minn.: Rochester Public Schools. \$1.25.

The Evolution of Susan Prim. A story developed by the Lincoln High and Elementary School faculties in Tallahassee, Fla., in cooperation with the staff of the secondary school study of the Association of Colleges and Secondary Schools for Negroes. The first in a series being written by member schools, this is a description of the total program in one school. Tallahassee, Fla.: Mrs. Gladys P. Anderson, Librarian, Lincoln High School. 40 cents.

Education for All American Youth. Prepared by the Educational Policies Commission appointed by the N.E.A. and the A.A.S.A. A statement of policies for secondary school education describing different possible solutions to the problem of meeting the educational needs of all American youth. Washington 6, D. C.: Educational Policies Commission, 1201 Sixteenth Street, N. W.

Planning for American Youth. A 63 page summary of the 421 page "Education for All American Youth." Washington 6, D. C.: National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W. 25 cents. Discounts on quantities.

Teaching About the United Nations Charter. A brochure prepared under the supervision of William G. Carr containing suggestions helpful to teachers and school officials for revising programs and courses so as to take account of the important new facts in international life created by the establishment of the United Nations Organization. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street.

The Inside Story. A consumer booklet published by the Grocery Manufacturers' Informa-

tion Council of the Grocery Manufacturers of America, Inc., answering questions on labeling, helpful to pupils in analyzing what information is wanted on a label, and showing how labels can best serve the purchaser. New York 17: Mabel Flanley, 551 Fifth Avenue.

Guiding the Growth of Reading Interest. Prepared by Dr. May Lazar and Mrs. Lillian J. LeBoit of the division of instructional research of the New York City board of education, giving classroom procedures and an extensive bibliography of source material. Bulletin No. 8, Brooklyn, N. Y.: Board of Education of the City of New York.

A Plan for the Coordination of the Health Program in the Champaign Public Schools. By Mrs. Helen Stark, health coordinator of the schools of Champaign, Ill. An attempt to coordinate effective community organization for health education.

Working Together for Ohio's Schools. The official report of the second Miami Workshop held at Miami University, sponsored by the conference of deans of education of the five state universities, covering ways in which co-operation between school people and members of the lay public can be made effective. Kent, Ohio: Miami Workshop Committee, College of Education, Kent State University. 50 cents. Special rates on quantities of more than 10.

NAMES IN NEWS

Superintendents

Dr. Ellwood A. Geiges, principal of the Warren G. Harding Junior High School in Philadelphia, has accepted the post of superintendent of schools at Norristown, Pa., succeeding H. O. Dietrich who retired. Doctor Geiges has had both teaching and administrative experience

and was lent by the Philadelphia board of education to the federal government in 1941-43 as executive officer of the civilian war-time division of the Federal Security Agency. The new superintendent is a nationally known sports official.

Franklin R. King of Madison, Wis., has been appointed superintendent of the State Public School at Sparta, Wis., succeeding C. D. Lehman who resigned. Mr. King is a veteran of World War II and was casework supervisor and director for the Dane County pension department prior to entering military service.

William R. Williams, who has been with the Yonkers school system since 1912, has been appointed superintendent of schools at Yonkers, N. Y. He succeeds Dr. William W. Ankenbrand who resigned to become supervising principal of schools in Ridgewood, N. J., and whose death took place soon after he assumed his new post. Doctor Ankenbrand was 47 years old.

Dr. Carl L. Millward, superintendent of schools at Milton, Pa., since 1917, has retired to accept a position on the board of directors of Rotary International. His successor at Milton is E. Collins Cupp, formerly principal of Milton High School.

Roy E. Simpson, superintendent of South Pasadena city schools, Pasadena,

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Skidproof, although difficult to wear off, can be washed off instantly with ammonia and water to take with it all black rubber burns, mars, stains and other surface blemishes. Quickly and easily re-applied, Skidproof dries to a hard high gloss in an hour and makes every floor as bright and spotless as new.

Skidproof preserves and protects the most delicate colors — has no harmful chemical reaction — can be used wherever wax is safe, on linoleum, cork, rubber, tile, asphalt and any type or finish wood floor. Skidproof will protect employees, customers, students and guests against hazards and injuries — will keep floors shiny and new with minimum trouble and cost.

MESSAGES
TO AMERICAN
SCHOOL TEACHERS

No. 11

From the Eagle's Nest

GEORGE GREY BARNARD, the American sculptor, used always to speak of the fertile prairies and river-lands of the Middle West as "the eagle's nest of our democracy." There Abraham Lincoln was born and raised, and there became the great champion of the kind of freedom that has brought us to world leadership.

He knew the value of education because he was denied its advantages. All told he figured that between his eighth and fifteenth birthdays he had twelve months of schooling, and that primitive. And he, as few others, knew the value of reading, for his thoughtful perusal of a few good books laid the foundation for his supreme service in saving our form of government.

"One of the first, and certainly one of the most important duties of every school teacher today is the planting of Lincoln's sort of Americanism in the hearts and minds of our youth," says Dr. Vernon L. Nickell, State Superintendent of Public Instruction in Illinois, adopted state of the Great Emancipator. "As guides to the understanding and appreciation of his concept of government of, by and for the people, our teachers—whether in one-room or high schools and colleges—carry a responsibility second to none. Now, in the confusion of war's aftermath, they must sense as never before the need for their leadership in classroom development of good citizenship.

"I feel that the School Edition of The Reader's Digest should be classed among the valuable mediums for aiding this vital task allotted them. It is, in effect, a bridge between textbook information and the actual working-out of our principles and ideals in everyday life. It presents so many phases of our republican form of government in action, and so clearly sets forth the soundest of our social and political ideals that it helps to prepare our youth not only for support of these, but for protecting them against the efforts of subversive groups to take advantage of inevitable postwar confusion."

The Reader's Digest

Calif., has been appointed state superintendent of public instruction for California. Ex-officio state director of the department of education and secretary and executive officer of the state board of education, he is a past president of the Superintendents' Association of California and a member of the state council of the California Teachers' Association. Mr. Simpson will serve until expiration of the present term in January 1947 at which time he must seek reelection if he wishes to retain the post.

Charles A. Marrs, principal of Pawhuska High School, Pawhuska, Okla., has been promoted to superintendent of city schools, replacing **R. H. Davis** who resigned to become a training officer in the Rehabilitation Division of the Veterans Administration. Mr. Marrs' successor is **Mike Mowdy**, principal of Wetumka High School, Wetumka, Okla., for the last two years.

Dr. John H. Thorp has been elected for a three year term as the first superintendent of schools in the Second Regional High School District of Connecticut recently formed by the towns of Bethany, Cheshire and Prospect. Plans are being made for a new six year high school for 650 pupils from the three towns. A site of 33 acres has been purchased as a location of the new school. Pupils from the three towns now at-

tend 11 high schools in eight neighboring towns and cities. Doctor Thorp was formerly in the Connecticut State Department of Education where he was a general consultant for secondary education.

S. W. Madison is the new superintendent of schools at Superior, Iowa.

E. R. Haas, superintendent of schools at Lester, Iowa, for several years, is now superintendent at Rock Valley, Iowa.

Ernest Stephens, assistant superintendent of schools at Lynn, Mass., has been promoted to superintendent, succeeding **Harvey S. Gruver**.

William S. Lynch is the new superintendent of schools at Fall River, Mass.

Vincent M. McCartin has been named superintendent of schools at Lowell, Mass.

Arthur Deamer, superintendent of schools at Cedar Rapids, Iowa, has retired after twenty-five years' service.

Rev. Dr. John J. Voight has been appointed superintendent of schools of the Archdiocese of New York.

Marsby C. Little has succeeded the late **F. J. Butz** as superintendent of schools at Waynesboro, Pa. Mr. Little has been supervising principal of schools at Freeport, Pa., since 1942.

A. H. Knief has assumed the duties of superintendent at Ionia, Iowa.

C. Nicely Hanner, assistant superintendent of the Armstrong County schools in Pennsylvania since 1942, has been promoted to superintendent.

Claude Clark has resumed his duties as district superintendent in the third supervisory district of Essex County, New York, after serving in the Army as a lieutenant. During his absence, **J. Van B. Coe** served as acting superintendent.

Wesley G. Moon has been named acting superintendent of the third supervisory district of Steuben County, New York, succeeding **Joseph Horton** who recently became principal of the Arkport High School, Arkport, N. Y.

Ray Sant, formerly captain in the Army, has returned to his duties as superintendent of the first supervisory district of Cayuga County, New York. **Kenneth Wolven** substituted during his absence.

Glenn Slater has resumed the superintendency of the second district of Broome County, New York, after serving as a lieutenant commander in the Navy. **Frederic Strong** had been acting superintendent.

Principals

Harold P. Claus, superintendent of schools at Stockton, Ill., for five years prior to the war and in charge of safety training at the Stewart Warner plant



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in Dixon, Ill., since then, has succeeded N. W. Wittenfeld as principal of the John Swaney Township High School, McNabb, Ill. The latter resigned to accept a post with Frances Shimer College, Mount Carroll, Ill.

Margaret C. Stetser, principal of Smedley Junior High School, Chester, Pa., since the school opened in 1924, will retire on February 1. The only woman junior high school principal in Delaware County, Miss Stetser began her teaching career in Chester 45 years ago. **Joseph M. Joseph**, assistant principal for three years, will succeed her. An authority on astronomy, Mr. Joseph was co-author of "Star Craft" with the late Prof. William H. Barton Jr.

George D. Search has succeeded **Joseph R. Kleckner** as principal of the Keyport High School, Keyport, N. J. The latter resigned to become supervising principal of schools at New Holland, Pa.

Robert F. Darrow is the new principal of Evening High School, Columbus, O.

J. L. Bassett has accepted the principalship of the Union Hill High School, Chambers County, Alabama.

Louis A. Denti has been named head of Harvey E. Alter School and **John E. Rienzo**, principal of Barringer School, both in Rome, N. Y. The two men fill vacancies caused by the death of Dan-

forth R. Thomas, who was principal of both schools.

L. H. Brummel has been named principal of the Excelsior Continuation High School at Norwalk, Calif., for the coming year. He succeeds **Dan B. Lucas** who was recently appointed superintendent of the Baldwin Park Elementary District.

Franklin S. Riley of Hanover, Pa., has been appointed principal of the high school at Atlantic Highlands, N. J., succeeding **Bradley Van Brunt** who resigned.

W. D. Thomas, a former teacher, has returned to the field of education as principal of the Thayer Grade School, Thayer, Mo.

Edmund M. Conklin, principal of Hamtramck High School, Hamtramck, Mich., for twenty-one years, has resigned to give full time to the Hamtramck Veterans' Center as counselor. He has been succeeded by **William Musselman**, his assistant for the last eighteen years.

H. Curtis Davis has been appointed principal of San Jose High School, San Jose, Calif. He was in service for thirty-six months with the A.A.F. and held the rank of first lieutenant.

Arthur Frellick, former high school principal at Princeton, Mass., is the new principal at Charlemont High School, Charlemont, Mass.

Ray M. Westcott has been elected principal of Austin High School, Austin, Minn., succeeding **Marvin C. Knudson** who resigned to accept the presidency of the junior college at Pueblo, Colo.

Lt. Col. A. J. Swann, former athletic director at Lanier High School, Macon, Ga., has returned as principal of the senior high school after receiving his discharge from the Army.

Willis P. Wittmer, director of the high school band at Emmetsburg, Iowa, for the last three years, has accepted the post of principal of the Spirit Lake High School, Spirit Lake, Iowa.

Ralph Cottrell, social science teacher in the Evanston Junior High School, Evanston, Wyo., for the last three years, has been appointed principal of the Evanston High School succeeding **O. Wayne Phillips** who resigned to enter private business in Kirksville, Mo.

Henry C. Tenney, assistant director of student personnel at the University of Connecticut at Storrs, has been elected principal of Royle School at Darien, Conn. He is a former principal of elementary schools at Wheelwright, Mass., Westbrook, Conn., and Griswold, Conn. **Catherine Mason** has been acting principal of Royle School.

Thomas Kenworthy has retired as assistant principal of Buckingham Junior

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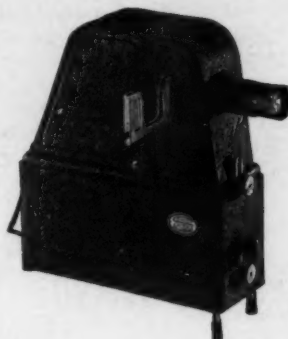
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High School, Springfield, Mass. His retirement ends thirty-four years of service in the Springfield school system and forty-four years in education, including three years, 1901 to 1904, in the Philippine Islands.

M. A. Patchett is the new principal of the school at Seymour, Wis. He is also in charge of the school band.

Elmer M. Weber, formerly principal of an elementary school at Albany, N. Y., has assumed his duties as principal of the Minot Junior High School, Minot, N. D. He is a former superintendent of schools at Valentine, Ainsworth, Cole-ridge and Niebrara, Neb.

Gerald A. Ogborn has returned to his post as principal of Burbank High School, Burbank, Calif., after serving in the Navy from September 1943. Holding the rank of lieutenant commander, he specialized in audio-visual education and was overseas in the South Pacific heading a training program for fourteen months. Mr. Ogborn is an Army veteran of World War I.

Lt. Everett A. McDonald Jr., A.A.F., of Fitchburg, Mass., has been named principal of the East Hampton High School, East Hampton, Conn., succeeding **John A. Hangen** who recently resigned.

Walter G. Patterson, former principal of Lincoln High School at Midland, Pa.,

has assumed his duties as head of Drury High School, North Adams, Mass.

Marguerite Sheehan is the new principal of Liberty School at Springfield, Mass.

E. Clair Morgan has been elected principal of Scull School, Norwin, Pa., succeeding **Mrs. Irene Goodman** who resigned.

Leo F. Mullin, principal of Maynard High School, Maynard, Mass., has resigned to accept a position with Remington Rand, Inc.

S. E. Gobrecht, formerly principal at the Fannett Township High School, Dry Run, Pa., has assumed his new position as principal of the Landisburg Joint High School, Landisburg, Pa.

Jonas Sawdon, principal of Grand Ledge School, Grand Ledge, Mich., since 1907, has announced his retirement effective in June.

James F. Marquis is the new assistant principal of Butler High School, Butler, Ky. He was recently discharged from the Army.

Randolf T. Jacobsen, instructor in social studies at Somerville High School, Somerville, N. J., has been elected principal succeeding **Maj. Frank H. Lewis** who resigned. **William F. Lawrence**, acting principal, was elevated to supervising principal, a post made vacant by

the retirement of **T. Latimer Brooks** who had been supervising principal for twenty-four years.

Miscellaneous

Dr. Finis E. Engleman, former president of New Haven Teachers College, has been appointed deputy state commissioner of education for Connecticut. Doctor Engleman, who has been on active duty with the Navy as commander, will be in charge of the department during the absence of **Commissioner Alonzo Grace**, on partial leave to conduct a survey of educational experiences of the armed forces.

J. M. Tubb, a former president of East Mississippi Junior College and a former teacher and state legislator, has been named state superintendent of education in Mississippi. He succeeds **Joseph S. Vandiver** who resigned to accept the presidency of the Chamberlain-Hunt Academy, a private Presbyterian boys' school at Port Gibson, Miss.

Dr. Harry G. Barnes, examiner and registrar at the State University of Iowa, Iowa City, since 1939, has been elected executive secretary of the Iowa State Teachers Association succeeding **Agnes Samuelson**. Doctor Barnes has assumed his duties at Des Moines. Miss Samuelson has accepted the post of assistant di-
(Turn to Page Facing 105.)

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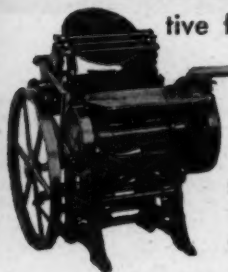
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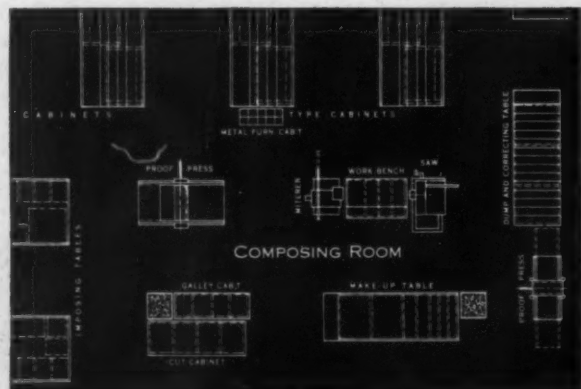
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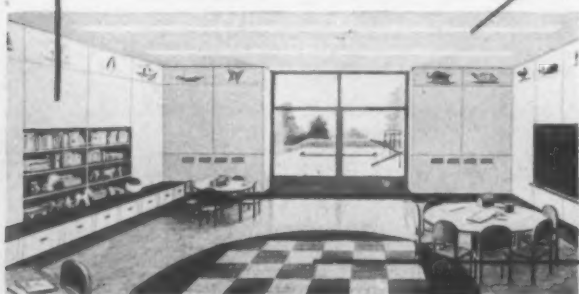
1 MOVABLE WALLS—The keystone of flexibility in Unit Construction is the J-M Transite Wall. It can be disassembled and relocated as educational needs require. One-unit rooms, for instance, can be speedily converted into two-unit rooms, or vice versa. Made of fireproof asbestos and cement, practically indestructible materials, the movable panels are used to form rigid, double-faced partitions, 4" thick. They can also be used as the interior finish of the outside walls. The Transite base is easily removable for access to wiring, etc.



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(Continued from page 104)
 rector of public relations with the National Education Association.

Roy Clark has been appointed to the supervisory staff of the office of superintendent of public instruction in Illinois by Vernon L. Nickell. A teacher in both the rural and high schools of Illinois, Mr. Clark has had seventeen years' experience in elementary and high school administration and supervision. Recently he served as superintendent of schools at Gilman, Ill., for four years.

Dr. D. P. Kraybill, dean of West Virginia Institute of Technology, Montgomery, W. Va., has resigned to accept a post with the Veterans Administration at Huntington. Doctor Kraybill, a former superintendent of schools at Wheeling, will be succeeded by Dr. Frederick Pistor.

Dr. Earl Hudelson, who has resigned as dean of the West Virginia University College of Education, Morgantown, W. Va., to become a professor in the college, has been granted a year's leave of absence to teach G.I.'s in France. He will teach at Biarritz University, Biarritz, France, the second largest school operated by the Army in Europe.

Dr. Lewis Perry, principal of Phillips Exeter Academy, Exeter, N. H., has announced his retirement effective June

1946. He has been principal of the academy for thirty-two years.

In the Colleges

Dr. John P. Wernette has assumed the presidency of the University of New Mexico at Albuquerque, succeeding Dr. James F. Zimmerman. During the war period he was an instructor at the A.A.F. Statistical School at Harvard.

David Worcester, former tutor at Harvard's Lowell House and head of the English Department at Michigan State College, is the new president of Hamilton College, Clinton, N. Y. At the time he assumed his new duties, Mr. Worcester was on terminal leave from the Navy in which he served with the rank of lieutenant.

Dr. William Allison Shimer, a native of West Virginia, has been installed as president of Marietta College, Marietta, Ohio.

Dr. Hu Shih, former ambassador to the United States, will leave New York shortly after the first of the year for China where he has accepted an appointment by the Chinese Government as president of the National Peking University. Doctor Hu accepted the post only on the condition that he act for Dr. Chaing Mon-lin, the university president, until the latter can return. Doctor Chaing

was recently appointed Secretary General of the Executive Yuan.

Dr. Arthur Gardiner Coons, widely known as an economist and author, has been elected president of Occidental College at Los Angeles to succeed Dr. Remsen D. Bird who will retire in June after twenty-five years as head of the college. Doctor Coons is now in Japan as economic adviser to Edwin W. Pauley, reparations commissioner for the United States.

Dr. David D. Henry, president of Wayne University, Detroit, and vice president of the Association of Urban Universities for the last two years, has been elected president of the association for the ensuing year. He succeeds Philip C. Nash, president of the University of Toledo. The new vice president is Ben M. Cherrington, chancellor of the University of Denver.

Dr. Donald E. Super, former captain and chief of the psychological branch, A.A.F. Regional and Convalescent Hospital, Miami Beach, Fla., has been appointed associate professor of education at Teachers College and will specialize in vocational guidance and occupational adjustment. He was previously associate professor of educational psychology and director of the personnel bureau of Clark University, Worcester, Mass.

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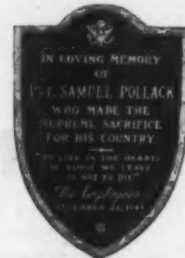
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Prof. Laurance F. Shaffer is the new head of the guidance department of Teachers College, Columbia University. He was recently relieved from active duty as lieutenant colonel and chief of the psychological division, headquarters, A.A.F. Personnel Distribution Command, and, prior to his Army service, was professor of psychology and head of the bureau of measurement and guidance at Carnegie Institute of Technology, Pittsburgh.

Deaths

Dr. Henry Franklin Cutler, who retired in 1932 as principal of the Mount Hermon School for Boys near East Northfield, Mass., after forty-two years' service, died recently at the age of 83. After retiring, Doctor Cutler completed studies in medicine at the University of Vienna and received a degree of Doctor of Medicine, realizing a life-long ambition at the age of 79.

John J. McDonald, principal of the W. Arthur Cunningham Junior High School, Brooklyn, died at the age of 62. He had served in the city's school system for a period totaling thirty-seven years.

LeRoy Hansen, assistant principal at Bowen High School, Chicago, died recently following a heart attack.

Clifford A. Edmundson, principal of the Hays and Mifflin schools in Pittsburgh, died recently after a six months' illness. Mr. Edmundson, 52, was supervising principal of Mifflin Township schools for many years and had been principal at the Pittsburgh school for the last ten years.

Charles Grady Garrett Sr., 53, principal of the Southside School at Durham, N. C., for the last twenty-one years, died recently at the Veterans' Hospital, Fayetteville, N. C.

Robert G. Clemens, school teacher for fifteen years at Hazelton, Pa., and principal of the Hazelton Heights School since 1937, died in the school dispensary following two heart attacks.

W. Homer Meyers, principal of West End Public School, Washington, Ind., was injured fatally in an automobile accident recently. He had been principal of the grade school for thirteen years.

Mary C. Gorman, principal of the Valentine B. Chamberlain School at New Britain, Conn., from 1936 to 1941, died recently. A teacher in New Britain from 1891 until her retirement in 1941, Miss Gorman had been principal of the Monroe Street, Bartlett and Smith schools.

Dr. John C. Merriam, president emeritus of the Carnegie Institution of Washington, died October 30 at the age of 76.

Charles A. Reukauf, principal of Pine Hill High School, Buffalo, N. Y., died recently following a heart attack. Mr. Reukauf, 66, was the author of what is believed to be the only official history of Cheektowaga of which town he was a native.

Appointed principal of Pine Hill Elementary School in 1932, he gradually developed the institution into a high school.

Benton Welty, principal of Auburn Union Grammar School, Auburn, Calif., from 1923 to 1943, died recently at Franklin, Pa. A former Washington and Jefferson College football player, Mr. Welty served as a service worker in Italy during World War I.

Dr. Clarence O. Lehman, who resigned from the presidency of Potsdam State Teachers College, Potsdam, N. Y., in September, died on October 23. Dr. Otto H. Voelker, director of training at the college and a member of the faculty for twenty-two years, has been appointed acting president.

Walter F. Dexter, state superintendent of public instruction in California for eight years, died recently. He was president of Whittier College, Whittier, Calif., from 1923 to 1934 and a former head of the department of education at Earlham College, Richmond, Ind.

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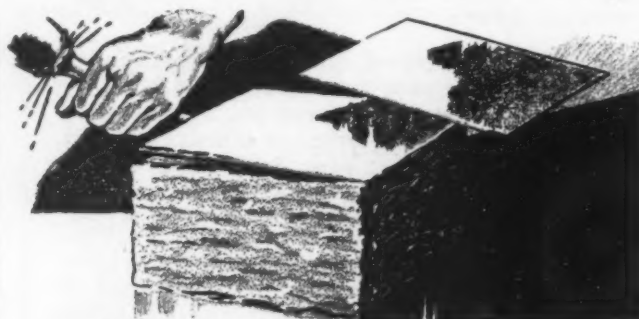
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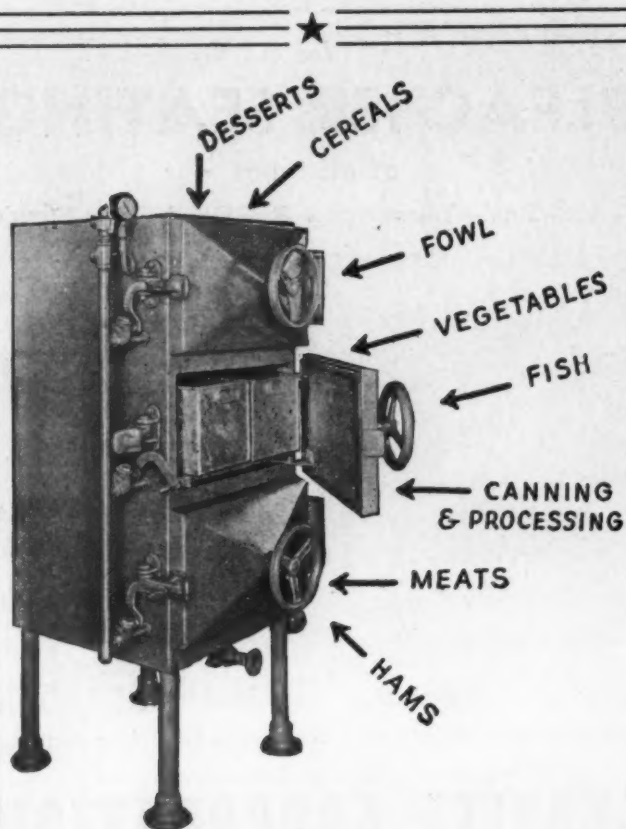
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We offer you the benefits of our 50 years of experience serving the public.

Look for the exclusive trademark **KNOCKDOWN** the symbol of safety and comfort in bleacher seating.

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**HOW TO GAIN SUPPORT
FOR SCHOOLS**

The \$1,000 Prize Essay Competition has closed. The entries are being examined by the Judges. The winning essay and others will be presented in the columns of The NATION'S SCHOOLS during 1946.

It is because of such timely articles that The NATION'S SCHOOLS subscription list has gone beyond the 10,000 mark. More new subscriptions were received in November than in any month since this publication started.

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The school nurse, guardian of the health of the nation's youth, endorses the quality of Arlington Seating equipment. Correct posture, and all the benefits in future health that it bestows, results, in large part, from the correct early habits that are easily formed in scientifically designed Arlington seats and desks. Here is something that is so important to the American way of life, that the very thought of a compromise with quality is unthinkable.

The construction of superior school seating equipment has been the sole aim of the Arlington Seating Company for more than 40 years. Research into the causes of seating comfort and modern design based on these studies, have given Arlington its outstanding position in this highly specialized field. Expert craftsmen, imbued with the Arlington tradition of excellence, translate correctly designed plans into school equipment that has become standard in many of the nation's finest, most modern schools. Arlington equipment in your school not only assures you the best designed and built seating facilities, but also brings you the greatest economy over the years. Make Arlington desks, tables and chairs the basis for comparison when the time comes to buy new or replacement equipment.

Remember the name—Arlington. Remember, the reason—school equipment that's a sounder investment.

Arlington

SEATING CO.

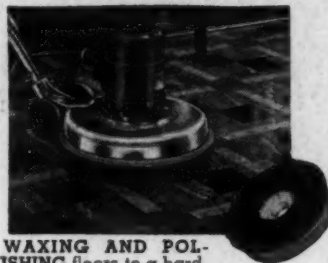


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HILD Floor Machines



**SCRUB FLOORS
CLEANER, FASTER**



WAXING AND POLISHING floors to a hard, lustrous finish with polishing brush on HILD Floor Machine.



... and do all these other jobs, too!

Just one Hild Machine, with a series of easily interchangeable attachments, conditions floors of all kinds . . . and then keeps them sparkling clean and bright. HILD Machines operate with scarcely a whisper of noise. They run so easily that either a man or woman can operate them for long periods without tiring. The G. E. Capacitor type motors have no carbon brushes or commutators to gather dust or wear out.

HILD Machines are made in four sizes and the two styles pictured above. The Portable Tank Type Machine employs the famous Shower-feed Brush pictured below to scrub floors cleaner, faster, at lower cost.



BUFFING with lambs wool or felt buffer on HILD Floor Machines. Removes streaks, goes under radiators, polishes waxed cove baseboards.



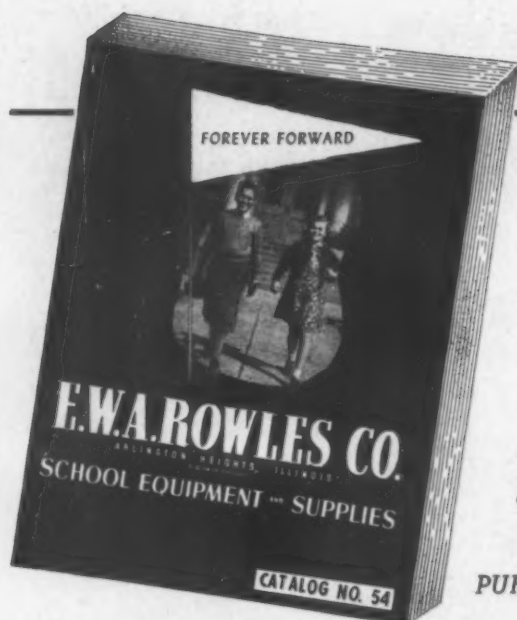
STEELWOOLING with pad and holder on HILD Floor Machine. Used for dry cleaning, polishing, scrubbing, wet buffing of penetrating seals, etc.

HILD Shower-feed Brush

Soap solution flows from the tank on the handle of the HILD Machine to the back of the Shower-feed Brush . . . then passes through accurately spaced holes penetrating the brush back between each row of bristles. The speed of the bristles whips up the soap solution into rich, cleansing suds which clean thoroughly and evenly without waste and without splashing.



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Guide to
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SAVE FLOORS. Darnell Casters always swivel and roll. Reduce wear on floors to a minimum.

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is economical because stock solutions may be dispensed quickly and at low cost. Stock solutions keep indefinitely.

Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

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Sun Ray's Radial Strands Work Faster!



Safer Floors at Less Cost

All strands of Sun Ray Woolers are radially placed so that they constantly rotate at right angles to the work. This patented feature means quicker removal of excess wax and more efficient hardening of the wax film. The resulting finish is virtually slip-proof.

Sun Ray Woolers clean, dry-scrub and polish in one operation, regardless of whether the floor is wood, linoleum, rubber or mastic. They can be successfully used with a fibre brush on all disc-type floor machines. You'll save time and money with Sun Ray Woolers!



Simply lay the Sun Ray Wooler on the floor, tilt the machine and wheel it into position over the wooler, allowing brush to rest centrally on the pad. That is all there is to it—with any disc-type floor machine.

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Steel Wool Products

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Send literature showing how Sun Ray's radial strands save time and money and make floors safer.

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HONOR ROLLS



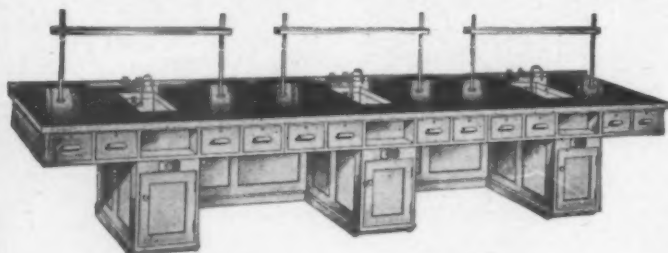
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... and time for players to
prefer a brisk athletic rub from
their favorite McArthur Super-
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production is on the up and up
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The incomparable brilliance on the screen of film projected by Holmes machines—enhancing all the film values—and the matchless clarity of the synchronized sound equipment, has established Holmes equipment as the standard in the educational field.

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BACKED BY QUALITY CONSTRUCTION

National Lock Combination Self-Locking Shackle Locks are constructed to give years of faithful service with a minimum of maintenance. If you could look inside of a National Lock Shackle Lock, you would find the reason why. You would see precision made parts that are designed for long and dependable service. The heavy rustproof case that houses these parts is of double, steel construction. Investigate National Lock Self-Locking Shackle Locks. Though of superior construction, they cost no more than ordinary locks.

TWO STYLES NOW AVAILABLE

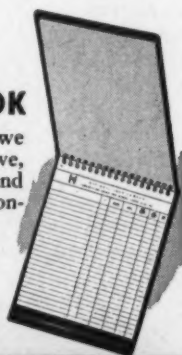
No. 264 (Illustrated at top left). A heavy duty Master-Keyed Shackle Lock. Double Steel Case construction with full 5/16" diameter shackle. Master key permits immediate access to each locker by authorized custodian.

No. 265 (Illustrated at top right). Same top quality construction as lock described above except without master-key feature. Hundreds of thousands in daily use in schools, colleges, and shops everywhere. When shackle of lock is opened, dial is locked against rotation.

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With every order of 100 locks or more we will include FREE OF CHARGE this attractive, durable, loose-leaf leatherette covered and appropriately inscribed RECORD BOOK, containing charts for record of your Combination Locks. A handy record of your locks all under one cover. Get yours today!



NATIONAL LOCK COMPANY
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HOLT SILENT PRESIDENT. The perfect machine for social floor upkeep.

If YOU Ran a Floor Machine...

... what would you ask of it?

First, you would expect a floor machine to work right along with you year after year with no unproductive days spent in the repair shop.

You would want a smooth-operating machine that you wouldn't have to wrestle with, over thousands of square feet of floor every day.

Holt Floor Machines are built to give that kind of service and all feature the exclusive patented Self Leveling Brush Bracket that compensates for brush wear and eliminates machine "hop." This gives smooth operation to the machine and reduces torque strain, which in turn adds to the life of the polisher or scrubber—not to mention saving a lot of wear and tear on the operator.

More Holt superior features and valuable floor care hints are set forth in our new catalog which is yours for the asking. And best of all—

New Holt Floor Machines are *now* yours for the ordering!

Write HOLT MANUFACTURING CO.

651-667—20th St., Oakland 12, Calif.

HOLT MANUFACTURING CO.

OAKLAND, CALIFORNIA • NEWARK, NEW JERSEY

"Ceilings" are saving you money



*64 months after war started

It's a far longer and more expensive war than the last one—but this time the cost of living hasn't been allowed to get out of hand. If you're ever tempted to grumble at price-and-wage controls, look at these charts—and DON'T. They're one reason to bless ceiling prices...and to check 'em whenever you shop. (They're posted for your protection!)

Rationing gives all a fair share



The Millionbucks get no more points than the poorest folks in town. Necessities are rationed to see that each gets his share. And rationing also keeps prices down: without it the fellow with the biggest wad of dough would have a terrific edge. Share and play square... pay points for everything you buy. (And shun black markets like the enemy they are!)

—and the money you DON'T SPEND helps hold living costs down

The plain bread-and-butter fact is this: there's about \$1.50 in people's pockets for every dollar's worth of goods in the stores.

Splurge—buy anything you don't actually need—and you put the heat on everything to rise all along the line.

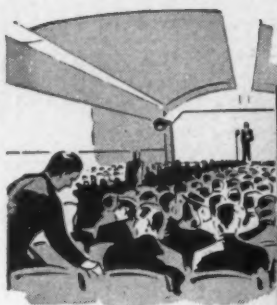
Save—deny yourself something you want but can get along without—and you help yourself a little today and a lot tomorrow.

Squeeze that budget. Squeeze a little more money into your savings account. Squeeze a little more into insurance. Squeeze yourself into buying another War Bond today... and every month from now on in.

Wise enough to harness your money for your own safety?

ONLY YOU CAN DO IT.





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**A FACTOR
...in education and instruction!**

New enthusiasm, and heightened interest are engendered with by the introduction of BOGEN Sound Equipment in the school. Complete facilities permit simultaneous spot news-casting, music distribution and voice transmission to classrooms or auditorium. Radio, transcription or microphone pickup provides flexibility. Many BOGEN standard systems incorporate inter-communication facilities either separately or as a function of sound-casting equipment.

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- Powerful, light weight, easy-to-handle Belt Type SKILSANDERS quickly restore a new finish to all woodwork and blackboards. Operate from any light socket. Perfect for manual training shop use. Ask your distributor for a demonstration!

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Proper Installation
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CHAMBERLIN
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We invite you to get the facts about the comfort, health, efficiency and economy advantages—and the factory installation plan of Chamberlin Weather Strips, Calking and other Comfort and Fuel-Saving Services. Call the Chamberlin man in your locality or mail coupon today

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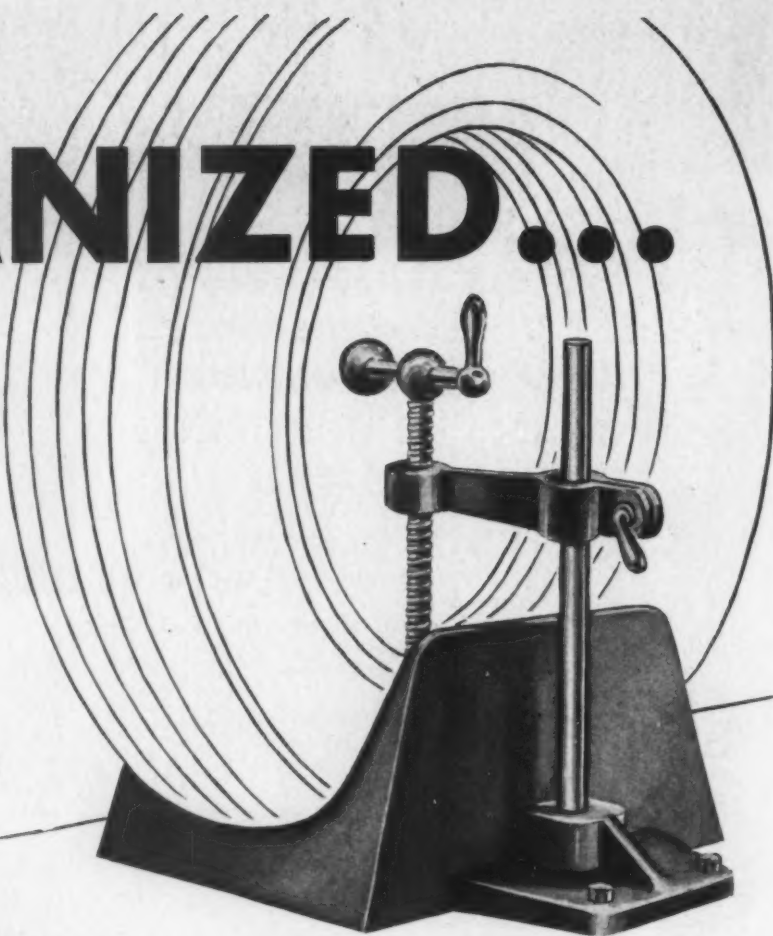
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Detroit Public Library

AS THOUGH VULCANIZED...

THESE HEAVY DUTY
FLOOR TREATMENTS
CLING TO THE FLOOR



That's Why They Last Longer on Room Floors and Corridors

Rubber vulcanized on rubber forms a perfect bond . . . won't come apart. Similarly, Car-Na-Lac and Continental "18" floor finishes . . . made only with best carnauba wax . . . last longer because they are *specially processed to adhere to the floor*.

Ordinary floor finishes loaded with resins and substitute waxes usually fail quickly for two reasons: First, resinous waxes speedily disintegrate . . . soon wear out. Second, they lack the adhesive qualities that make them adhere to the floor instead of the feet . . . soon wear off.

Car-Na-Lac and Continental "18", made with practically indestructible carnauba wax, can't wear out. Uniquely processed to adhere to the floor, they take a long time to wear off . . . thus cutting down on waxing applications, material costs, manpower! Want proof? Send for liberal experimental sample.

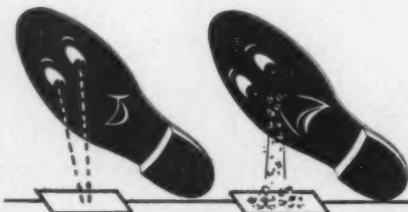
CAR-NA-LAC
TRADE MARK REG. U.S. PAT. OFF.
LACQUER-LIKE FLOOR FINISH

Acts like a lacquer made of wax. Applied with the usual wax applicator. Levels out as it dries, resulting in a uniform, streakless, lacquer-like gloss. Self-polishing . . . dries in 15 to 20 minutes. Car-Na-Lac floor treatment has at least twice the wearing qualities of ordinary water waxes and is waterproof, non-slippery. Adapted for all floors except unsealed "raw" wood. Meets Proposed Federal Specification for Item 9, Type I.

CONTINENTAL "18"
TRADE MARK REG. U.S. PAT. OFF.
THE SUPER FLOOR FINISH

The same as Car-Na-Lac except that it contains about 38% more solids. Heavier solid content gives a higher gloss and reduces number of applications. Covering capacity averages the same as Car-Na-Lac, but one coat does the work of two. Recommended by a leading national liability insurance company for safety. Meets U. S. Treasury Specifications for "Finish Material" (and Proposed Federal Specifications for Item 9, Type II).

THE WHY OF THE "WEAR" of Floor Treatments



CONTINENTAL
WAXES ADHERE
TO THE FLOOR

ORDINARY WAXES
SOON WEAR OFF

CONTINENTAL CAR-NA-VAR CORP.
1620 E. National Ave. Brazil, Ind.

Specialists in Heavy Duty Floor Treatments

What's New FOR SCHOOLS

Meat Chopper

Provides Fast, Clean Cutting



A time-saver for the school cafeteria is the Toledo Scale Company's new meat chopper. First to be announced in the company's new postwar line of food machines, it has been designed for economy of space and ease in cleaning, with modern styling and appearance.

It is said to produce chopped meat more than 50 per cent faster than prewar machines.

An oversized tray of stainless steel covers the entire top of the machine, thus providing a large loading area. The machine's gravity-feed construction ensures against mashing and heating, and it employs a simple, direct, two-part constant transmission. From point of service, elimination of the power wasting thrust-washer is important. In the new machine, a sealed ball-bearing absorbs all thrust, eliminates strain on the motor and avoids the severe wear which is said to require frequent replacement of the old-fashioned thrust-washer. The new feature results in more power being delivered to the cutters and in faster, cleaner cutting.—Toledo Scale Company, Toledo 12, Ohio.

• When inquiring, use coupon on p. 120, refer to **NS1204**

Record Player

Permits "Spotting," Repeating of Passages

The Language Master, basically a record player with a device which permits accurate spotting and repeating of any desired passage on a record for analysis, is one of the first postwar classroom teaching accessories now ready for schools and colleges. For classroom, library or private study use, the Language Master comes complete with synchronous motor driving the turntable at 78 r.p.m., standard crystal pick-up, "spotting" mechanism, three tube amplifier, and 5 inch permanent magnet dynamic speaker. The amplifier is optional; a pair of crystal headphones can be used in place of the amplifier.

This pre-war machine, developed by Dr. Wentworth D. Fling for teaching languages, can be used extensively by music classes. Much as in the teaching of languages, indexing can be made of symphonies, concerts and chamber music, to indicate themes, recapitulations and

other measures and phrases to be studied and analyzed; this eliminates the necessity of playing entire records.

Because of its low cost, the Language Master is available to students for use in their homes, both as a record player and an accessory to improved study. It can be transported as easily as a portable radio.—Fairchild Camera and Instrument Corporation, 475 Tenth Avenue, New York 18, N. Y.

• When inquiring, use coupon on p. 120, refer to **NS1205**

New Duplicating Machine

Saves Time, Space and Effort

Commercial departments and administrative offices of schools and colleges will be interested in the new Multigraph Model 50 which is now being produced by the Addressograph-Multigraph Corporation of Cleveland. Saving in time and perfection in reproduction are said to be the outstanding features of this new electrically-operated duplicating machine. Working in conjunction with the war-born "Systemat" Master, as well as with other Multigraph Masters, this model uses the company's exclusive Multilith process, is streamlined in design and easy to operate, requiring only two levers to control all mechanical operations necessary to convert blank paper into finished records. The machine uses a 1/6 horsepower electric motor as its power source and occupies a floor space of only 20 inches by 34 inches.—Addressograph-Multigraph Corporation, 1200 Babbitt Road, Cleveland 17, Ohio.

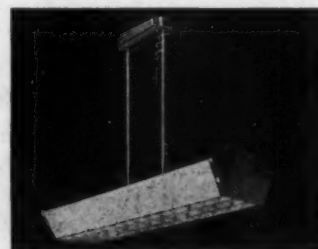
• When inquiring, use coupon on p. 120, refer to **NS1206**

Glareless Illumination

Feature of New Luminaire

An egg crate louver bottom which eliminates dust in unit, shields tubes, provides glareless illumination and is hinged so it may be detached easily for maintenance is featured in the Pittsburgh Reflector Company's new luminaire, "The Wilson." This Pittsburgh Permaflexor Fluorescent Luminaire is No. A-4440 in the company's newly designed Presidential Series.

The A-4440 uses four 40 watt, T-12 fluorescent lamps operating on a voltage of 110 to 125, 60 cycle A.C. current and is also available in 50 cycle. It has an over-all length of 48 3/8 inches, over-all height of 7 3/4 inches and over-all width of 15 1/2 inches and can be surface or sus-



pension mounted with Pittsburgh Reflector Hanger No. AH-200 individually or in continuous rows.

Each unit is sold complete with four-lamp, high powered factor auxiliary and FS-4 starters; the reflectors are heat-resisting finished in baked-on white enamel; the end and outside surfaces are finished in sprayed and baked on metallic silver. All units bear the I.B.E.W. union label and are approved by Underwriters Laboratories, Inc.—**The Pittsburgh Reflector Company, Oliver Building, Pittsburgh 22, Pa.**

• When inquiring, use coupon on p. 120, refer to **NS1207**

Desk Model Viewer

Holds Large Sized Film Slides



The Copeland Super-Viewer, said to be the only desk model accommodating the larger sized film slides, which includes photographic transparencies up to 3¼ by 4¼ inches, incorporates many revolutionary features. Of practical use in schools, the viewer, unlike those of the lens type, has an optical system composed

entirely of surface-coated mirrors which make possible a combination of high magnification and large field of view. Images seen with this viewer are said to be free from color fringes and to have a true-to-life, almost three-dimensional effect. This viewer is supplied with two slide carriers to hold 2 by 2 inch and 3¼ by 4½ inch slides; transparencies in other sizes can be viewed when they are marked and mounted between cover glasses of these two sizes. The large viewing window and the 8½ inch wide optical system eliminate fatigue by allowing the observer complete freedom of head position.—**Barnett Optical Laboratories, 1218 Pratt Boulevard, Chicago 26, Ill.**

• When inquiring, use coupon on p. 120, refer to **NS1208**

DDT in Product

Now Available for Civilian Use

Aer-A-Sol, a product containing 1 pound of 3 per cent DDT insecticide with pyrethrum and compressed liquid freon, is now being marketed by the Bridgeport Brass Company for use against flies and other insects. The device is the improved civilian model of the aerosol bomb which helped the armed forces fight mosquitoes and other disease-carrying insects and will be particularly useful in school cafeterias, home economics and diet kitchens. The bomb releases a non-inflammable fog-like mist which quickly becomes invisible but is suspended in the air from twenty minutes to two hours and affects insects flying through it. Aer-A-Sol is economical, a six to eight second spray being sufficient for use against

flies and mosquitoes in an ordinary room.—**Bridgeport Brass Company, 30 Grand Street, Bridgeport 2, Conn.**

• When inquiring, use coupon on p. 120, refer to **NS1209**

Wall Charts

Aid Band, Orchestra Groups

Both pupils and teachers of band and orchestra groups will find useful the two new wall charts designed by Pan-American Band Instrument Company. "Principal Major Scales" is the title of one chart, which shows all of the major scales normally encountered in instrumental music. The tonic chord derived from each scale is shown as is the starting note for each relative minor scale. Part of the chart is a transposition table, thus enabling all transposing instruments to play from the chart in unison. One copy is available free; extras are 25 cents each.

The second chart, "Tune-Up Fanfare," shows a progression of chords which can be played either by instrumental sections or by entire ensembles. Its variety of uses includes tuning and warming up the group of playing highly embellished fanfares for all types of public performances. This chart is 25 cents a copy.—**The Pan-American Band Instrument Company, Elkhart, Ind.**

• When inquiring, use coupon on p. 120, refer to **NS1210**

NEW CATALOGS

Forty Page Catalog

Features Air Age Teaching Aids

A complete 40 page catalog of maps, globes, charts and other teaching aids may be had free upon request to the **George F. Cram Company, 730 East Washington Street, Indianapolis 7, Ind.** The catalog features Air Age Geography teaching equipment and a comprehensive list of large scale history maps comprising 128 titles in all. For the teaching of geography and other social studies in the lower grades in school, Cram's Simplified Globe is recommended. Cram's believes that this globe, which contains less than 150 place names, is the first globe that school children should see and study. The globe will not get out of date, because no country boundaries are shown.

• When inquiring, use coupon on p. 120, refer to **NS1211**

Colorful Catalog

Lists Classroom, Auditorium Films

Official Films, Inc., 625 Madison Avenue, New York 22, N. Y., has just released a colorful new catalog which lists and illustrates more than 115 film subjects ideally suited for classroom and auditorium use. The catalog offers a wide range of subject material in both the educational and entertainment fields. The former includes films covering the history of World War II, instructive information in various sports fields, material for music appreciation classes and historic films. In the field of

auditorium entertainment, more than 40 animated cartoons, in addition to many subjects in the musical comedies and specialties series, are listed. A free copy of the catalog may be obtained by writing to Official Films.

- *When inquiring, use coupon on p. 120, refer to* **NS1212**

Booklet Announces

Films Ready for Distribution

With films taking a prominent place in the school curriculums of today, Young America Films, Inc., 32 East Fifty-Seventh Street, New York 22, N. Y., has scheduled 108 films for production during 1945-46, some of which are now ready for distribution to schools. A film list, together with a brief history of the corporation, its organization and services, is described in a booklet entitled "Preliminary Announcement."

- *When inquiring, use coupon on p. 120, refer to* **NS1213**

Two Booklets

Tell of New Graphic Art

Teachers of shop classes and those responsible for reproductions of reports and bulletins will find useful information in two booklets describing the "Ozalid" reproduction process. The two booklets, together with a free "Art Folder, AR-6," may be obtained from Ozalid, Division of General Aniline and Film Corporation, Johnson City, N. Y. One is entitled, "Ozalid, the Newest Graphic Art," the other, "10 Types of Prints Instead of 1" and contains samples of the prints.

- *When inquiring, use coupon on p. 120, refer to* **NS1214**

Lighting System

Distributes Illumination Evenly

Some of the new methods of lighting now coming to the fore in postwar construction plans for schools are described in Bulletin 50-C, prepared by Day-Brite Lighting, Inc., St. Louis 7, Mo. Analysis of the lighting problem shows three major factors to be considered in the solution are intensity, distribution and glare. The Day-Brite "Viz-Aid" and "Liteway" fixtures and the Day-Brite Recessed Troffers are designed to provide evenly distributed illumination, proper intensity and absence of glare. Each unit uses two 40 watt fluorescent lamps and includes "No-Blink" starters.

- *When inquiring, use coupon on p. 120, refer to* **NS1215**

Educational Film Guide

Streamlines Job of Looking Up Subject

A new educational film guide designed to streamline the job of finding any film on any subject in the Bell & Howell "Filmosound Library" has been provided by the Bell & Howell Company, 1801 Larchmont Avenue, Chicago 13, Ill. The attractive 112 page book will slide easily into regular correspondence drawer files with other "Filmosound Library" publications.

New supplementary catalogs now ready include a special list of War Training Films, one of Films for Church Use and another of Classroom Films for Sale or Lease. The Recreational Catalog is in process of revision. The entire set is being mailed free to all Bell & Howell dealers and associated film libraries, and the educational film sections are being mailed to all schools registered in Bell & Howell files as owning sound projectors or as renting sound films.

- *When inquiring, use coupon on p. 120, refer to* **NS1216**

Shop Tools, Replacements

Described in Industrial Catalog

If a school's shops need new machine tools or replacements, those responsible will want to see the "Delta-Milwaukee Industrial Catalog No. 14" before making a decision. Enclosed with the catalog, which may be obtained by writing to the Delta Manufacturing Company, 600 East Vienna Avenue, Milwaukee 1, Wis., is a price list which supersedes that quoted previous to Sept. 20, 1941. The catalog describes various types of equipment from vises to drill presses together with accessories, attachments and material useful in any shop.

- *When inquiring, use coupon on p. 120, refer to* **NS1217**

FILM RELEASES

Using the Classroom Film—16mm. sound. 2 reels, safety stock. For use in teacher-training courses, teachers' meetings, conferences, institutes and workshops; for supervisors and administrators; for extension department film libraries; for parent-teacher association meetings. Demonstrates approved procedure for teaching with motion pictures from preparation prior to showing of film to succeeding discussions and application of ideas. Price \$85 less 10 per cent discount to educational institutions; rental rate, \$4 per day plus transportation both ways.—Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Ill.

- *When inquiring, use coupon on p. 120, refer to* **NS1218**

Life-Line of the Nation—16 mm. sound. 2 reels in color. Behind the scenes story of the American railroads. Shows what it takes to keep the nation's transportation system moving and how the railroads are meeting war-time emergencies. Free distribution.—Public Relations Office, Association of American Railroads, Transportation Building Washington, D. C.

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Know for Sure—16 mm. sound. 22 minutes. A physician's experience with syphilis, showing the sources of infection, early symptoms, diagnosis, prevention and quacks. Suitable for showing to mixed audiences and for instruction of high school pupils.—Surgeon General, U. S. Public Health Service, Washington 14, D. C.

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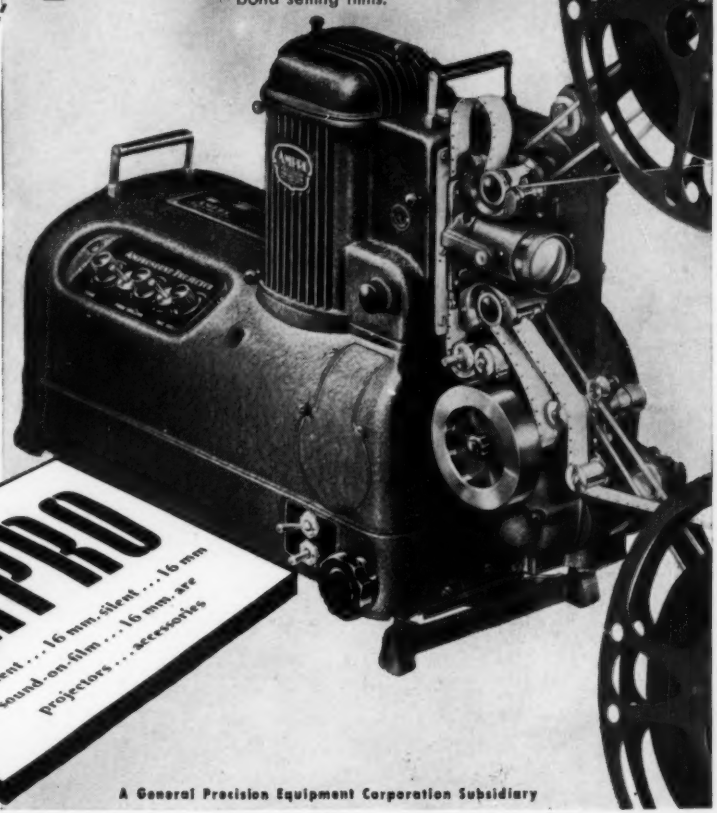
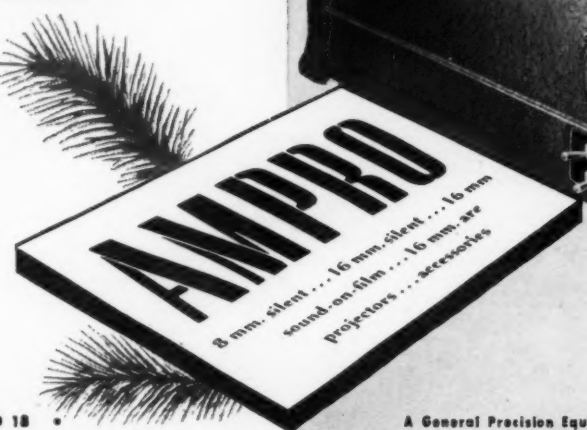


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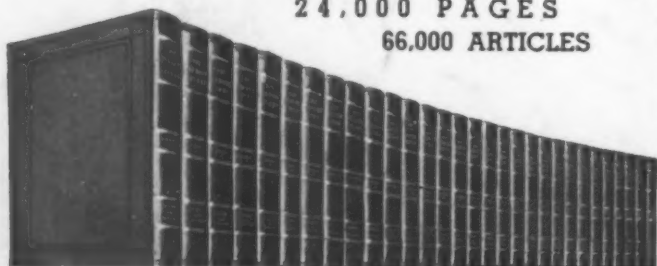


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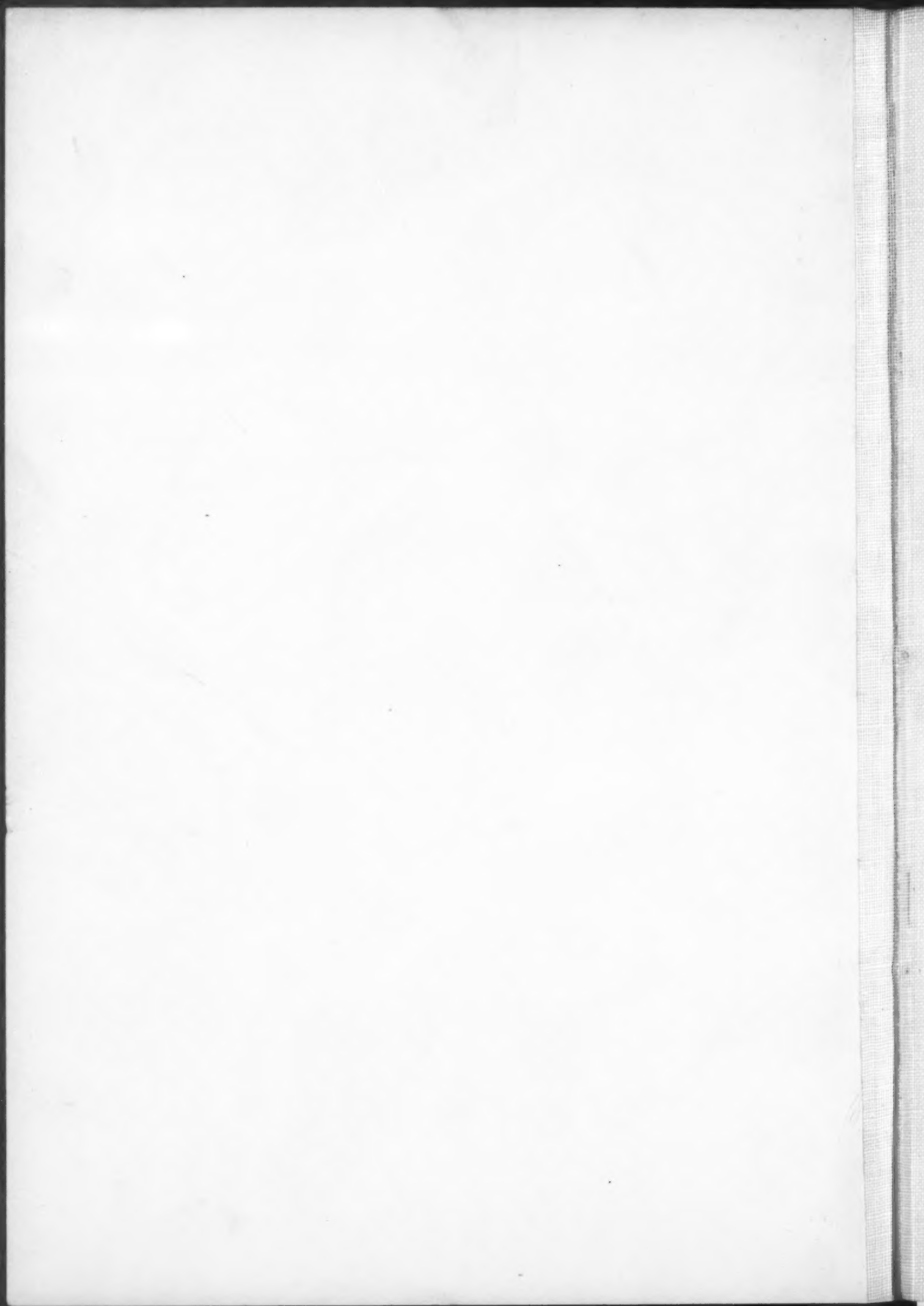
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